RG350-C

ALTERNATIVE TEACHER CERTIFICATION:

A STATE-BY-STATE ANALYSIS

EMILY FEISTRITZER
DAVID CHESTER

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● Denotes states that have designed a program for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree into elementary and secondary teaching. The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year -- and sometimes in the summer before and/or after. Other states may have programs, but they do not meet the criteria listed here.

If you wish to purchase this study, which details all the states requirements and program descriptions for alternative routes toward certification, please send $38.95 (includes 4th Class shipping and handling -- add $2.90 for 1st Class) to the address below. If you are interested in only a few states, you may send $5.00 per state (5 state maximum) to the address below.

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INTRODUCTION

Alternative teacher certification is a growing phenomenon in this country. More and more states are developing programs specifically designed for talented individuals who already have at least a bachelor's degree in a field other than education and want to become licensed to teach.

In July 1992, with the passage of the Higher Education Act, federal funding for alternative teacher certification was authorized for the first time.

Alternative teacher certification was initially identified with teacher shortages. However, finding ways to bring talented persons who already have at least a bachelor's degree into to the teaching profession through alternative routes has come more and more to be motivated by a desire to improve teacher quality.

Much has been made in recent years of the need for more and better teachers. In the early 1980s, an alarm was sounded that the nation would face a severe shortage of teachers by the early 1990s.

No such teacher shortage has developed. One obvious reason that the widely touted shortage of teachers has not occurred is that the supply of teachers has risen to meet demand.

There has been an outpouring of interest in the teaching occupation from numerous sources -- people in other careers who wish to get into teaching; military personnel facing retirement or being relieved of their duties due to the projected down-sizing of the military in the next few years; former teachers trying to get back into teaching; people who trained to teach some years ago but never taught; and current students.

One response to the projected shortage of teachers was the development of alternative routes for certifying teachers. By state law, no one is allowed to teach in a public school in the United States without a license (certificate) to do so. The responsibility for licensing teachers is the prerogative of each state in the United States. Each state has its own licensing requirements for teaching each subject area and grade level in that state. Over the years, numerous and cumbersome requirements for licensing teachers have evolved in each of the 50 states and the District of Columbia, and are often not transferable from one state to another.

As the threat of looming shortages of teachers gained momentum, some states saw alternative routes for certifying teachers as a way to speed up the process of getting more teachers certified more quickly.

This rationale for alternative teacher certification -- warding off teacher shortages by providing short-cut routes to certification -- drew heavy criticism from the education establishment, and initially gave alternative teacher certification a bad name.

It is a widely known fact that New Jersey was the first state to enact legislation for an alternative route for certifying teachers in 1984. What is not so widely known, is that the reason New Jersey initiated its program was to come up with a better solution to bringing non-traditional candidates into teaching, other than issuing them emergency certificates until they fulfilled all the requirements for a regular teaching certification. Emergency certification usually involves teaching right away, with no orientation or instructional support, much less training, while taking education courses at night and during summers. New Jersey set out to design a new program that involved actively recruiting liberal arts graduates and putting them through a school-based program, in collaboration with universities, that entailed the candidate working with a mentor teacher, as well as formal instruction while teaching.

Surveys conducted by the National Center for Education Information (NCEI) every summer since 1983 show that the number of states reporting that they were implementing an alternative route rose to 40 in 1992. Up until 1990, most states were considering some type of "dusted off" emergency certification program an alternative route to the traditional college teacher education program route for certifying teachers. NCEI's analysis of each of these "alternate route" programs revealed that very few of them were new programs specifically designed to meet the demand created by the growing market of adults who already have at least a bachelor's degree -- many of whom have considerable life experience and success in other careers -- who wanted to become licensed to teach.

Growing numbers of governors, state commissioners of education, deans of education and other political and educational leaders are stepping forward in favor of some type of alternative certification as a means of improving the quality of the teaching profession, and thereby improving the educational achievement of all of the nation's youth. The value of alternate routes is also recognized by local school administrators, school board presidents, parents of school children, and the general public as a means of improving America's educational system.

Surveys conducted by NCEI in 1987 and 1988 showed that 85 percent of school board presidents, 82 percent of superintendents, 77 percent of public school principals and 88 percent of private school principals favored alternative teacher certification routes for bringing persons who already have at least a bachelor's degree in a field other than education into teaching. The 1990 NCEI survey of teachers showed that more than half (56 percent) of public school teachers and 68 percent of teachers in private schools agreed that recruiting adults who have experience in careers other than teaching would improve America's educational system.

Many in this nation have expressed concern about the declining numbers of minority teachers coming through traditional teacher education programs and, consequently, the declining proportion of the teaching force that is minority.

The use of alternate routes gives promise of increasing the representation of minorities in the nation's teaching force. Nationally, state education data show that nine percent of teachers and 26 percent of students are minorities. In New Jersey, where minorities comprise nine percent of the state's teachers, and 33 percent of students, the state's use of an alternate route has been the biggest source of qualified, minority teachers. Since the program's inception, of the 1,500 teachers certified through the alternative route and hired by public and non-public schools in the state, 20 percent have been minority. In Texas, while 91 percent of all public school teachers are white, fully 43 percent of teachers entering the profession through the state's alternative programs are minority.

Hard data have not been collected, analyzed and disseminated about who is actually trying to get into teaching, what programs of preparation and licensing exist for non-traditional teacher education students, and who is getting hired to teach.

NCEI undertook three studies between October 1, 1991 and August 15, 1992 to collect, analyze and disseminate information concerning:

(1) the status and content of alternative routes for certifying teachers in all 50 states and the District of Columbia; (2) who is seeking to teach; and (3) who is getting hired to teach.

To accomplish these objectives, NCEI conducted three surveys:

(1) one to all 50 state departments of education; (2) a survey of 57 school district personnel officers throughout the nation to determine who is applying for teaching positions and who is getting hired; (3) a sample of 1,003 adults who have inquired, through NCEI, the U. S Department of Education, and Recruiting New Teachers, Inc. about alternative routes for teacher certification.

The results of the state survey of alternative routes for certifying teachers are the subject of this publication, **ALTERNATIVE TEACHER CERTIFICATION: A State-by-State Analysis 1992-93**. The results of the individual and school districts surveys concerning who is seeking to teach and who is getting hired are in a separate publication, **WHO WANTS TO TEACH**.

NCEI's State Surveys

Given the mounting interest in alternative teacher certification and the considerable confusion surrounding alternative routes, the National Center for Education Information (NCEI) determined that a compilation -- of what states are doing to respond to the growing numbers of persons who already have at least a bachelor's degree and want to obtain a license to teach -- would be very useful to a wide range of audiences. These include policy-makers at federal, state and local levels; State Departments of Education which would like to know what other states are doing; teacher educators; teachers and prospective teachers; and the public in general. The result of this effort is an annual report, ALTERNATIVE TEACHER CERTIFICATION: A State-by-State Analysis.

In the United States, the authority for licensing teachers lies with each state. In most states, the usual -- or "traditional" -- route by which one obtains a license to teach is through completion, at a college or university in the state, of a teacher education program that has been approved by the State Department of Education. Until very recently, most of these "approved programs" were at the undergraduate level.

The National Center for Education Information (NCEI) has been surveying state directors of teacher education and certification since 1983 regarding the certification of teachers. Since NCEI began asking states about their status concerning alternatives to the traditional college approved program route for certifying teachers in 1983, there has been a noticeable evolution in how the term has been interpreted over time -- shifting from earlier references to emergency certification to today's rather sophisticated and well-designed programs that address the professional preparation needs of the growing population of already degreed adults with considerable life experience who want to become teachers.

In 1983, most states seemed to interpret "alternatives" as relatively new programs they had introduced to allow non-traditional teacher candidates to become licensed to teach -- at least, temporarily. In the late 1980's, "alternative routes" seemed to apply to any process the state had for issuing a certificate that enabled one to teach, including the traditional college teacher education program route for certifying teachers, as well as emergency certification.

NCEI's 1990 survey of the state directors of teacher education and certification -- conducted between January and June, 1990 -- ALTERNATIVE TEACHER CERTIFICATION: A State-by-State Analysis 1990, illustrated this phenomenon rather pointedly.

The state-by-state analysis of requirements for entry into alternative teacher certification programs in the 33 states that reported in 1990 that they were implementing alternative routes and the descriptions of program requirements revealed enormous variation among alternative routes for certifying teachers in the states.

NCEI's 1991 survey of the state directors of teacher education and certification -- conducted between July and September, 1991 -- showed a dramatic change in the way "alternative teacher certification" had come to be defined by the states.

More and more states are now reserving the term "alternative certification" for new programs designed specifically to bring high quality adults who already have at least a bachelor's degree -- and many of whom have considerable life experience -- into the teaching profession.

States that just two years ago called all of the programs they had leading to full certification "alternatives" this year presented newly designed programs that met specific guidelines for entry and for completion of an alternative route. Several states actually changed their status regarding whether or not they are implementing alternative certification routes.

Alternative Certification in 1992-93

In 1983, eight states reported they were implementing alternatives to the approved college teacher education program route for certifying teachers. The number rose to 40 in 1992.

Several states reported they have several avenues through which a person who already has a bachelor's degree can become licensed to teach. The total number of routes to teacher certification submitted in 1992 by the states is 96. (There are more programs or routes, but this document includes those the states chose to submit.)

Most of the new programs submitted by the states in the last two years have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These programs all include formal instruction and mentoring while teaching. They are not restricted to shortages or secondary grade levels.

As of August 1992, 11 states have designed a "true" alternative teacher certification program that meet these criteria. Eight of these states have introduced new programs within the last tow years.

An additional eight states have alternative teacher certification programs that have been designed since 1985 that involve mentoring and formal instruction, but are restricted to shortages or secondary school teaching.

Many of the remaining 77 programs submitted by the states as "alternative routes" are emergency certificates, waivers, and other types of programs that enable a person to begin teaching with no formal preparation while they complete the regular teacher education program requirements for certification.

Several of these routes entail some kind of transcript analysis or background review. In some of these cases, the individual is told what courses to take in order to meet the state's certification requirements and is allowed to teach, unsupervised, while taking the requisite courses. In other cases, the school district and/or college designs a program so that the individual can acquire the requisite competencies to become fully certified.

A few of the "alternative" routes refer to types of programs or certificates available to persons who already have a certification endorsement in one area in order to upgrade their credentials to become certified in another endorsement area, and/or persons who have met all but a few of the regular education certification requirements.

Classification of Alternative Routes

NCEI, for the sake of consistency in reporting and analyzing what is going on in the field of alternative teacher certification, developed the following classification system for categorizing the "alternative routes" to the approved college teacher education program route for certifying teachers submitted by the states. This classification has become widely used by state departments of education, legislatures and other groups interested in developing alternative teacher certification programs since it was developed by NCEI in 1991.

It is intended especially to be helpful to the many people who are interested in coming into teaching through an alternative route and use this manual to find a suitable one.

CLASS A is the category reserved for those programs leading to full certification that meet the following criteria:

- The program has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching.
- The program is not restricted to shortages, secondary grade levels or subject areas.

- The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year -- and sometimes in the summer before and/or after.

CLASS B: Teacher certification routes that have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These programs involve specially designed mentoring and formal instruction. However, these states either restrict the program to shortages and/or secondary grade levels and/or subject areas.

CLASS C: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *The state and/or local school district have major responsibility for program design.*

CLASS D: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *An institution of higher education has major responsibility for program design.*

CLASS E: These post-baccalaureate programs are at an institution of higher education.

CLASS F: These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification.

CLASS G: Programs in this class are for persons who have very few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e. g., persons certified in one state moving to another; persons certified in one endorsement area seeking to become certified in another.

CLASS H: This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.

CLASS I: These states reported that they were not implementing alternatives to the approved college teacher education program route for licensing teachers.

Following this introduction is a complete listing of all the programs in each of these classes.

The classification letter for each is also included in the state-by-state descriptions of each program. All of the programs submitted by the states are described in considerable detail and form the bulk of this document.

A table including the numbers of certificates issued by each type, as well as the total number of teachers employed and the number of newly hired teachers for each of the last five years is on the last page of each state section.

The contact person with address and phone number for each state is also listed at the bottom of each table page.

A complete list of contact persons for all the states can be found on Pages 5-8.

Many people made this project possible. I would like, first of all, to thank the many people in every state department of education who answered our questions, who put up with our numerous telephone calls, faxes and mailings and came through with the information that makes this report so valuable. My deepest gratitude goes to David Chester, Stafford Metz and Paul Mertins who pored over data and documents, asked the tough questions, and helped design a format that would make sense of it all. I am especially grateful to David Chester, co-author of these reports and editor of our newsletters, Teacher Education Reports, Education Reports and White House Weekly. His patience and persistence in calling the states repeatedly to get missing information and to clarify what we already had enabled us to tell this current and complete story of alternative teacher certification in the United States. Lastly, I wish to thank my husband Paul who makes everything we do -- even projects like this -- a pleasure.

Emily Feistritzer, Ph.D.
Director

August 17, 1992

CLASSIFICATION OF ALTERNATIVE ROUTES

NCEI, for the sake of consistency in reporting and analyzing what is going on in the field of alternative teacher certification, has developed the following classification system for categorizing the "alternative routes" to the approved college teacher education program route for certifying teachers submitted by the states.

CLASS A is the category reserved for those programs that meet the following criteria:

- The program has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching.
- The program is not restricted to shortages, secondary grade levels or subject areas.
- The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year -- and sometimes in the summer before and/or after.

CLASS B: Teacher certification routes that have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These programs involve specially designed mentoring and formal instruction. However, these states either restrict the program to shortages and/or secondary grade levels and/or subject areas.

CLASS C: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *The state and/or local school district have major responsibility for program design.*

CLASS D: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *An institution of higher education has major responsibility for program design.*

CLASS E: These post-baccalaureate programs are based at an institution of higher education.

CLASS F: These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification.

CLASS G: Programs in this class are for persons who have very few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e. g., persons certified in one state moving to another; persons certified in one endorsement area seeking to become certified in another.

CLASS H: This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.

CLASS I: These states reported in 1991 that they were not implementing alternatives to the approved college teacher education program route for licensing teachers.

CLASS A

These are "true" alternative teacher certification programs that meet the following criteria:

- The program has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching.

- The program is not restricted to shortages, secondary grade levels or subject areas.

- The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year -- and sometimes in the summer before and/or after.

State	Title	Year Began
Colorado	Alternative Teacher Certification	1991
Connecticut	Alternate Route to Teacher Certification	1988
Kentucky	Alternative Certification	1991
Maryland	Resident Teacher Certificate	1991
Minnesota	Alternative Preparation to Teacher Licensure Program	1991
New Hampshire	Alternative 5: Provisional Certification Plan	1990
New Jersey	Provisional Teacher Program	1984
Tennessee	Interim Probationary License Type C -- Alternative Preparation for Licensure	1990
Texas	Alternative Teacher Certification	1985
Washington	Internship Program	1991
West Virginia	Alternative Program for the Education of Teachers	1991

CLASS B

Teacher certification routes that have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These programs involve specially designed mentoring and formal instruction. However, these states either restrict the program to shortages and/or secondary grade levels and/or subject areas.

1. Available only if a shortage exists

State	Title	Year Began
Arkansas	Alternative Certification Program	1988
California	District Intern Certificate	1984
Georgia	Alternative Certification Program for Critical Shortage Fields	1986
Missouri	An Alternate Certification Program	1989

2. Available only at the secondary level

State	Title	Year Began
Arizona	Alternative Secondary Certificate	1988
Idaho	Secondary Field Centered Teacher Training Program	1990
Mississippi	Alternate Route Provisional Certificate	1991
Ohio	Internship Certification Program	1990

CLASS C

These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *The state and/or local school district have major responsibility for program design.*

State	Title	Year Began
Alabama	Alternative Baccalaureate-Level Professional Teacher Certification Approach	1992
Alabama	Fifth Year Speech-Language Pathology Teacher Certification Approach	1992
Alaska	Alternative Teaching Program	1992
Mass.	Certification Review Panel -- Alternative Route to Certification	1987
Mass.	Apprentice Teacher Program	1985
New-Hampshire	Alternative 4: Individual Professional Development Plan (Restricted)	1989
New Mexico	Alternative Licensure	1986
North Carolina	Modified Certification Plan	1990
Oklahoma	Alternative Placement Program	1991
Oregon	Interim Teacher Certificates	1986
South Carolina	Critical Need Conditional Certificate	1984
Utah	Alternative Preparation for Teaching Program	1991
Vermont	License by Evaluation	1971

CLASS D

These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. *An institution of higher education has major responsibility for program design.*

State	Title	Year Began
Arkansas	Probationary Provisional Certificate	N/A
California	University Intern Credential	1967
Florida	Temporary Certificate	1988
Georgia	Alternative Certificate for Selected Special Education Fields	1987
Illinois	DePaul University Program	1990
Maine	Transcript Analysis	N/A
Montana	Class 5 (Provisional) Teaching Certificate (redefined as an alternate route)	1975
New Hampshire	Conversion Programs	1989
New York	Temporary license	1987
North Carolina	Lateral Entry Provisional Certificate	1985
Pennsylvania	Teacher Intern Program	1960s
South Dakota	Alternative Certification	1985
Wisconsin	Experimental and Innovative Teacher Education Programs	1991

CLASS E

These post-baccalaureate programs are based at an institution of higher education and involve taking courses on campus.

State	Title	Year Began
Alabama	Alternative Master's Degree Program	1986
Delaware	Special Institute for Teacher Certification	1986
Hawaii	Special Certification Program Mathematics/Science	1985
Kentucky	Post-Baccalaureate Experimental Secondary Teacher Preparation Program	1990
Louisiana	Alternate Post-Baccalaureate Certification Program - Secondary	1990
	- Lower Elementary	1990
	- Upper Elementary	1990
	- Special Education	1990
Maryland	Creative Initiatives in Teacher Education	1989
Nevada	Special Secondary Licensing Program All Science Areas -- UNLV	1988
New York	Internship Certificate	1963
West Virginia	Master of Arts in Teaching (program approved at Marshall University only)	1989

CLASS F

These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification.

State	Title	Year Began
Arizona	Emergency Certificate	N/A
California	Emergency Teaching Permit	1940's
D. C.	Provisional Certificate	N/A
Georgia	Provisional (B) Certificate	1949
Louisiana	Temporary Certificate	N/A
Mass.	Waiver	1950's
Michigan	Emergency Certificate	N/A
Minnesota	Limited License for Secondary School	N/A
Nevada	Provisional License	N/A
New Hampshire	Emergency Permission to Employ	N/A
North Dakota	Emergency License	N/A
Oklahoma	Emergency & Provisional Certificates -- Alternative Certification	N/A
Tennessee	Permit to Teach	1964
Vermont	Waiver	1982
West Virginia	Permit for Full-Time Teaching	1960s
Wisconsin	Permits	N/A
Wyoming	Temporary Employment Permit	N/A

CLASS G

Programs in this class are for persons who have very few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e. g., persons certified in one state moving to another; persons certified in one endorsement area seeking to become certified in another.

State	Title	Year Began
Colorado	Teacher Certification Under the Alternate Route	N/A
Delaware	Critical Curricular Area Program	1986
Maine	Conditional Certificate	N/A
Mass.	Internship	1982
Nebraska	Provisional Commitment Teaching Certificate	1990
New York	Transcript Analysis	60+ yrs.
Tennessee	Interim Probationary License Type A	1984
Tennessee	Interim Probationary License Type B	1984
Utah	Letter of Authorization	1964
Vermont	Transcript Analysis	1964
Virginia	Provisional Certificate	1982
West Virginia	Internship License	1987
West Virginia	Temporary License Alternative Certification Program	1984

CLASS H

This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.

State	Title	Year Began
Alaska	Content Specialist Card Program	1992
California	Eminence Credential	1950's
California	Sojourn Credential	20+ yrs
Georgia	Permitted Personnel Alternative	1989
New-Hampshire	Alternative 3: Demonstrated Competencies and Equivalent Experiences	1989
New Mexico	Distinguished Scholar Program	N/A
New York	Visiting Lecturer	1960
Ohio	Temporary Teaching Permit	1990
Utah	Eminence or Special Qualification Authorization	1989
Washington	Conditional Certificate (formerly Consultant Special Certificate)	1990
Washington	Instructional Specialist (formerly Einstein Certificate)	1990

CLASS I

These states reported in 1991 that they were not implementing alternatives to the approved college teacher education program route for licensing teachers. Several of them submitted programs, however.

District of Columbia -- Considering

Indiana -- Considering

Iowa -- Proposed

Kansas -- Proposed

Michigan -- Considering

New York -- Not Considering

North Dakota -- Not Considering

Rhode Island -- Considering

Wyoming -- Considering

TITLE: Alternative Master's Degree Program

HISTORY: Approved by the Alabama State Board of Education in 1986; implemented the same year; IHEs set up proposed programs.

MOTIVATION: To create a quality-controlled alternative route to teacher certification.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER PROGRAM:

The individual must have an earned bachelor's degree from a regionally accredited college or university.

The participant must not have competed a teacher education program.

The participant must pass the state required teacher education program admission test, have a 2.5 grade point average (on a 4-point scale), submit a score on the GRE or MAT, and meet prerequisite coursework in genera studies and the chosen teaching field.

PROGRAM DESCRIPTION:

The master's degree program requires:

At least 12 semester or 20 quarter hours in the teaching field.

At least one course in each of the following areas: curriculum and teaching; foundations of professional studies; survey of special education; evaluation of teaching and learning; and methods of teaching reading or reading in the content areas.

and

A full-time internship as a teacher in the teaching field for at least 10 weeks and 300 clock hours. The college may request a waiver of the internship if the individual has 3 years full-time teaching experience in the same area as the alternative program being completed.

Upon completion of the program, the individual receives a regular certificate at a higher level than that issued to a graduate of a four-year teacher education program.

The program does not require the participant to be employed as a teacher. If employed as a teacher, a one-year Nonprofessional Special Nontraditional Teacher's Certificate may be requested a maximum of three times by the local superintendent or headmaster of a nonpublic school (the nonpublic school must be accredited by the Alabama State Department of Education and/or the Southern Association of Colleges and Schools).

NUMBER OF CREDIT HOURS TO COMPLETE:

Minimum 39 semester or 60 quarter hours graduate credit.

LENGTH OF TIME: Determined by the participant and IHE regulations.

TITLE: Alternative Baccalaureate-Level Professional Teacher Certification Approach

HISTORY: Approved by the Alabama State Board of Education in Feb. 1992; to be implemented in the 1992-93 school year.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

K-8 -- art, music, foreign languages.

9-12 -- foreign languages, sciences, social sciences, language arts, vocational education, mathematics, health, driver education

WHO OPERATES: LEA

REQUIREMENTS TO ENTER PROGRAM:

The participant must hold an earned baccalaureate degree from a regionally accredited college or university.

The participant must provide evidence of one of the following to the local superintendent or headmaster of a nonpublic school for his/her review and approval (the nonpublic school must be accredited by the Alabama State Department of Education and/or the Southern Association of Colleges and Schools):

> At least 24 months (4,000 clock hours) of professional and/or other work experience in the field or related fields for which certification is sought.
>
> A minimum of 64 semester hours or 96 quarter hours of academic credit or the equivalent nonacademic credit in the field or related fields for which certification is sought.

The participant must be a candidate for employment by a local board of education or a nonpublic school.

PROGRAM DESCRIPTION:

The participant must be employed with the same local board of education or nonpublic school for three consecutive scholastic years.

The participant has a mentor for years one and two.

The certificate issued to the individual is valid for one-year periods.

Prior to year two of employment, the participant must complete 6 semester hours/9 quarter hours of the specified 12 semester hours/18 quarter hours with a grade of C or above.

Prior to year three of employment, the participant must:

> Complete the remaining 6 semester hours/9 quarter hours of the specified 12 semester hours/18 quarter hours with a grade of C or above;
>
> Have an overall grade point average of 2,5 on a 4-point scale in al coursework attempted in the specified 12 semester hours/18 quarter hours; and
>
> Have a passing score on the state required teacher education program admission test.

At the end of year three, the participant applies for the Class B (baccalaureate level) professional teacher's certificate (the initial regular certificate in Alabama). The application for certification must include the employer's recommendation for issuance of professional certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

12 semester hours or 18 quarter hours in specified coursework.

WHO EVALUATES CANDIDATES:

The local superintendent (or headmaster of nonpublic school).

LENGTH OF TIME: Three scholastic years.

TITLE: Fifth Year Level Speech-Language Pathology Teacher Certification Approach

HISTORY: Approved by the Alabama State Board of Education in Feb. 1992; to be implemented in the 1992-93 scholastic year.

MOTIVATION: Federal regulations eliminated an undergraduate route to certification in speech-language pathology, thus forcing the state to create an alternative route.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Speech-Language Pathology (grades N-12)

WHO OPERATES: LEA

REQUIREMENTS TO ENTER PROGRAM:

The participant must hold an earned master's or higher degree in speech-language pathology from a regionally accredited college or university.

The participant must not have completed a teacher education program or be eligible for a professional teacher's certificate.

The individual must provide evidence of a valid speech pathology license issued by the Alabama Board of Examiners in Speech Pathology and Audiology.

The participant must be a candidate for employment by a local board of education or a nonpublic school (the nonpublic school must be accredited by the Alabama State Department of Education and/or the Southern Association of Colleges and Schools).

PROGRAM DESCRIPTION:

The participant must be employed with the same local board of education or nonpublic school for two consecutive scholastic years.

The participant has a mentor for year one.

The certificate issued to the individual is valid in one-year periods.

At the end of year two of employment, the participant applies for the Class A (master's level) professional teacher's certificate and must:

Verify completion of the specified 12 semester hours/18 quarter hours with a grade of C or above;

Have an overall grade point average of 2.5 on a 4-point scale in all coursework attempted in the specified 12 semester hours/18 quarter hours;

Provide evidence of a valid speech pathology license issued by the Alabama Board of Examiners in Speech Pathology and Audiology; and

Have the employer's recommendation for issuance of professional certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

12 semester hours/18 quarter hours in specified coursework.

WHO EVALUATES CANDIDATES:

The employer (local superintendent or headmaster of a nonpublic school).

LENGTH OF TIME: Three scholastic years.

ALABAMA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	4,828	10,535	7,855	5,387	N/A
Internship program					
Emergency					
Temporary	N/A	N/A	283	285	N/A
Alternative Route	460	309	222	74	N/A
Non-Traditional Fifth-Year Programs					
Other:					
Minimum Curricular Evaluations *	1,318	5,770	3,045	2,329	N/A
Interstate Certification Project (ICP) Contracts	150	188	149	61	N/A

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	39,100	39,054	N/A	38,619	37,716
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

* Teachers certified through transcript analysis; applicants cannot be evaluated unless they have completed an approved teacher preparation program; may be used for adding endorsements for already certified teachers).

Alabama Dept. of Education
5201 Gordon Persons Bldg.
50 N. Ripley St.
Montgomery, AL 36130
Attn: June H. Mabry
(205) 242-9977

TITLE: Alternative Teaching Program

HISTORY: Regulations approved by the State Board of Education in June 1992.

MOTIVATION: Developed for people who have earned at least a bachelor's degree and want to enter the teaching profession.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

The individual applies to the Teacher Assessment Center of the Alaska Department of Education and pays an application fee of $100.

The Assessment Center evaluates the applicant's knowledge and skills, and prepares an individualized training plan for the individual to complete.

The training plan may include both on-the-job and academic training.

Applicants must also take the NTE Core Battery and Specialty Area tests.

Applicants must secure their own placement with a school district to complete a one-year mentoring program.

PROGRAM DESCRIPTION:

Applicants who successfully complete the one-year mentoring program will -- with the recommendation of the Teacher Assessment Center -- receive a regular Type A certificate, the same certificate awarded to teachers who have completed a regular university teacher training program.

NUMBER OF CREDIT HOURS TO COMPLETE:

To be specified in the individual's training plan.

NUMBER OF CREDIT HOURS TO COMPLETE:

To be specified in the individual's training plan.

WHO EVALUATES: State

LENGTH OF TIME: Depends upon individual training plan.

OTHER: The state expected that the Teacher Assessment Center will begin taking applications in Spring 1993, and that Alternative Certificates will be issued for the 1993-94 school year.

TITLE: Content Specialist Card Program

HISTORY: Regulations approved by the State Board of Education in June 1992.

MOTIVATION: Developed for people who have earned at least a bachelor's degree and want to enter the teaching profession.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Secondary subjects.

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

Only school districts can apply for issuance of a Content Specialist Card.

Individuals who wish to teach under a Content Specialist Card must apply with a local school district which is willing to hire them as a Content Specialist and sponsor their application. The school district must apply to the Teacher Assessment Center of the Alaska Department of Education with a fee of $100.

PROGRAM DESCRIPTION:

The Center will review the application and prepare an Individual Content Specialist Plan. The plan may include training for the applicant.

The holder of a Content Specialist Card will be authorized to teach in a specific secondary course of study without limit to the number of classes per day in a single school.

NUMBER OF CREDIT HOURS TO COMPLETE:

Training, if any, will be specified in the Individual Content Specialist Plan.

WHO EVALUATES: State

LENGTH OF TIME:	The Content Specialist Card is valid for one school year only, but can be renewed without limit.
OTHER:	The state expected that the Teacher Assessment Center will begin taking applications in Spring 1993, and that Content Specialist Cards will be issued for the 1993-94 school year.

ALASKA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	7,672	~7,000	~6,500	~6,500
Internship program					
Emergency	N/A	23	~25	~20	~8
Temporary	N/A	23	~4	~5	~10
Alternative Route *					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	7,672	N/A	6,319	6,225
Newly Hired Teachers	N/A	N/A	N/A	N/A	N/A

* Two new alternative certification programs are expected to begin in the 1993-94 school year.

Alaska Dept. Education
Teacher Education and Certification
Attn: Assessment Center
801 West Tenth St., Suite 200
Juneau, AK 99801-1984
Attn: Charlie Mae Moore
(907) 465-2800/2831

TITLE: Alternative Secondary Certificate

HISTORY: Effective April 25, 1988.

MOTIVATION: To increase the pool of qualified secondary teachers through an individualized certification program.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Grades 7-12

WHO OPERATES: State/LEA

REQUIREMENTS TO ENTER:

Verification of a State Board approved District Alternative Secondary Teacher Training Program. Must be verified in writing by appropriate Arizona Department of Education designee.

Bachelor's degree from a regionally accredited institution.

Arizona Teacher Proficiency Examination (ATPE), Basic Skills Component.

Major in each subject to be taught from a regionally accredited institution as verified by that institution OR a minimum of 30 semester hours in each subject to be taught, from a regionally accredited institution, and a passing score on a State Board approved examination in each subject area to be taught.

The local school district proposes the program in conjunction with a college and/or the state.

PROGRAM DESCRIPTION:

A training program is developed with training to be conducted in a college or in the local school district with assistance from the state staff.

The individual completes a three-phase program with an evaluation conducted at the end of each period, to determine whether he or she should proceed:

Phase 1 -- four weeks of training, with actual classroom observation and academic instruction;

Phase 2 -- 10 weeks of actual teaching in a classroom, under the

direction of a supervising team; the teacher must be observed a minimum of one period per week;

Phase 3 -- 12 weeks, during which the teacher has full control of the classroom; the teacher must be observed a minimum of one period per month.

After completing the program, the individual can be recommended to the state for a regular certificate. If he/she holds a bachelor's degree, a Temporary Secondary Certificate is issued. It is valid for eight years, during which time the teacher must complete a master's degree or 40 semester hours beyond the baccalaureate level. If the individual already holds a master's degree, he/she is issued a Standard Certificate.

Upon completion of an Alternative Secondary Teacher Training Program, a passing score on the Professional Knowledge Component of the Arizona Teacher Proficiency Examination (ATPE) and payment of a fee, the person is eligible for a Temporary Secondary Certificate (TSC) which is valid for eight years and is non-renewable. The certificate holder must qualify for a Standard Secondary Certificate when the TSC expires.

The Standard Secondary Certificate (SSC) is the successor to the TSC, is valid for six years and is renewable.

To obtain, one must: qualify for the TSC; have a master's degree OR 40 semester hours of upper division/graduate credit beyond the bachelor's degree from a regionally accredited institution -- 10 semester hours may be State Board approved district in-service credit (15 classroom hours equal 1 semester hour of credit); and a fee must be paid.

During the initial year of certification, the following deficiencies must be satisfied:

-- Arizona Constitution (a college course or the approximate examination).

-- U.S. Constitution (college course or appropriate examination).

NUMBER OF CREDIT HOURS TO COMPLETE: Not specified

WHO EVALUATES: LEA and IHE when involved.

LENGTH OF TIME: Initial 26-week period, followed by up to 8 years to complete a master's program or 40 semester hours beyond the baccalaureate level to obtain a Standard Certificate.

OTHER: Very few of these programs have been created -- only three thus far -- and each has been tailor-made for an individual teacher. The state has been involved in one; the state and Northern Arizona University have been involved together in the other two.

TITLE: Emergency Certificate

HISTORY: In use for many years.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

REQUIREMENTS TO ENTER:

A bachelor's degree.

The local school district certifies that no qualified teacher can be found.

PROGRAM DESCRIPTION:

State officials said emergency certification is seldom issued in metropolitan areas. It is usually used in isolated, remote areas.

The certificate is valid only for the specific school and specific assignment for which it was issued.

NUMBER OF CREDIT HOURS TO COMPLETE:

WHO OPERATES: LEA

LENGTH OF TIME: Valid for one year.

May be renewed if the local school district shows that the shortage still exists and the individual completes six semester hours of coursework per year toward completion of regular teacher education requirements.

ARIZONA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A		Data Not Available	
Internship program					
Emergency					
Temporary					
Alternative Route	5	11	3		
Other -- Probationary					

Number of Teachers Hired

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	N/A	N/A	39,911	30,707
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

Arizona Dept. of Education
Teacher Certification Unit
1535 West Jefferson
Phoenix, AZ 85007
Attn: R. Berkley Lunt
(602) 255-4368

TITLE: Alternative Certification Program

HISTORY: Began July 8, 1988 to provide teachers in those content areas experiencing critical teacher shortages. The program was expanded in 1989 to include recruitment of minority teachers.

MOTIVATION: "The program is intended to attract and train qualified individuals to fill teaching assignments in districts which have a history of difficulty in recruiting certified teachers. The Department is committed to assisting local school district efforts to identify, recruit and employ minority teachers; therefore, we encourage nominations of minority candidates in all certifiable areas."

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Grades 7-12, most subject matter areas.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A minimum of a bachelor's degree from a regionally accredited college or university.

For secondary certification, a non-education major in the content area in which certification is sought.

A cumulative grade point average of 2.75, OR 3.0 in the last 60 hours of degree work, OR a 3.0 grade average in the major.

Three letters of reference.

Demonstration of good communication skills through both an interview conducted by the selection committee and a written work history.

SELECTION OF SCHOOL DISTRICTS:

Any school district wishing to participate in the Alternative Certification Program (ACP) will be considered under the following guidelines:

1. Documented need for alternative certification program,

including a past history of difficulty in recruiting certified teachers in the position(s) to be filled.

2. Ability to meet Master Teacher Mentoring Program qualifications.

3. Commitment from school board and appropriate school personnel to fulfill program requirements, including superintendent, principal and mentor teachers.

To ensure success, the Alternative Certification Program only selects those individuals with strong academic credentials, but with limited knowledge of teaching methods.

PROGRAM DESCRIPTION:

This program is currently operating in 27 local school districts. The program starts with training at a central location. This is followed by one year of teaching, under a mentor; additional training; and another one-year period of teaching -- a total of two years training and three years teaching.

It is designed to provide intensive assistance in those areas required to be effective in the classroom. Apprentice teachers in the ACP will not be listed as certification violations.

Since the program participants usually obtain teaching positions prior to their training, ACP training begins the summer prior to the first day of school.

The initial "weekend" intensive summer training session will focus on the components of the total teaching act, teaching/learning techniques and classroom management. Frequent demonstration teaching which simulates the actual classroom setting will occur.

Apprentice Teachers will receive training in the following areas:

1. Various teaching models with an emphasis on the Program for Effective Teaching (PET);
2. Variety in methodology -
    - lecture;
    - demonstrations;
    - audio-visual;
    - projects;
    - student/teacher interaction;
3. Classroom management and discipline skills.

It is the intention of the initial weekend summer training session to provide participants with the skills required to be effective in the classroom. Follow-up training, along with mentor guidance, will take place throughout the school year.

Once the initial training is completed, a qualified mentor is assigned. The mentor will actively participate in lesson preparation, presentation and performance evaluation. Release time will be provided by the local school district. The Arkansas Department of Education conducts two on-site visits per school year.

Apprentice teachers will participate in five Saturday training sessions during the first school year. A training session tailored to the identified need areas of apprentice teachers will occur during the summer following the first year of employment. This will also be followed by five additional Saturday training sessions.

A passing score on the NTE specialty area test or a specially devised criterion-referenced test as established by the State Board of Education for certification before the issuance of a standard certificate.

NUMBER OF CREDIT HOURS TO COMPLETE: Not specified

WHO EVALUATES: The staff development plan supervised by the local school district will provide continuing supplemental training in instructional skills for apprentice teachers.

LENGTH OF TIME: Three years.

OTHER: Each program participant will pay an annual fee of $500 per year for each of the first two years.

Each participant will be required to pay $250 upon selection to the program and $250 at the time of the first training session. The remaining $500 will be paid prior to the second summer session.

Funds go to defray the cost of consultants, training supplies and materials, meals during training, mentor compensation and travel cost for ADE monitoring.

The state now has a grant program which may pay the training fee for the first-year participants. Eligibility is dependent upon finding a teaching position or relocating to areas of teacher shortages.

TITLE: Probationary Provisional Certificate

MOTIVATION: Shortage.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree with a major or concentration of study in a teacher certification area.

A 2.5 overall grade point average or a 2.5 in the major or concentration area.

At least a minimum score on the appropriate NTE Specialty Area Examination for a standard certificate, and on the Pre-Professional Skills Test (PPST) or satisfactory completion of the GRE.

A letter from the local school district superintendent verifying that the school district has been unable to employ a certified teacher acceptable for the teaching assignment and that the applicant will be employed for the current year. The district must obtain and maintain documentation to validate its search, as well as documentation of reasons for denying the position to a certified person. This documentation must be presented to the state, upon request.

The individual must file an application for a teaching certificate with the state.

PROGRAM DESCRIPTION:

The applicant must submit a Probationary Preparation Plan for attending an Arkansas college which has a state-approved teacher preparation program.

The Plan must include:

1. A beginning week-long training session, emphasizing the knowledge and skills essential for effective instruction, including classroom management, lesson preparation, and motivation and

characteristics of students; the training may be provided by the regional educational co-op;

2. All of the subject matter field requirements for initial certification;

3. Any requirements set by the Arkansas General Assembly for initial certification;

4. A 6-semester hour supervised teaching practicum and sequenced experiences that are equivalent with those required in the professional studies component for initial certification; during the first year of teaching, the teacher is supervised through a cooperative endeavor between the employing local school district and the college; the college may contract with another college to assist in the supervision.

The state evaluates the individual and develops a deficiency removal plan.

With three years of teaching experience, the state can waive the requirement for supervised teaching.

When all deficiencies have been removed, the individual will be eligible for an Arkansas six-year teaching certificate only if he/she has made at least a minimum score on the NTE Test of Professional Knowledge and has at least a 2.5 grade point average on the semester hours earned through the Probationary Preparation Plan.

This route is not an NCATE program and is for the purpose of Arkansas certification only.

WHO EVALUATES: State

LENGTH OF TIME: Valid for one year; may be renewed for an additional one-year period only if at least one-third of the deficiencies have been completed; an individual cannot receive more than two renewals.

ARKANSAS

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	3,000	2,611	2,078
Internship program					
Emergency					
Temporary					
Alternative Route	6	10	11		
Applied	131	42			
Accepted *	70	33			
Trained	48	29			
Placed	30	20			
Other - Probationary	N/A	N/A	40	40	25

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	N/A	N/A	28,495	25,572
Newly Hired Teachers in Each Year	N/A	N/A	N/A	1,147	1,307

* According to state officials, the primary reasons applicants are not accepted are: they failed to meet GPA requirements; they failed to meet coursework requirements in the subject in which they applied to teach.

Arkansas Dept. of Education
No.4 State Capitol Mall, Room 106B
Teacher Education/Licensure
Little Rock, AR 72201
Attn: Ron Tolson
(501) 682-5762

TITLE: District Intern Certificate

HISTORY: Legislation passed in 1983 originally authorized the program for secondary school teachers only; the first interns were in place in 1984. The law was changed in 1987 to expand the program to include bilingual and elementary teachers.

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Originally for secondary only; now also includes bilingual and elementary.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Pass the CBEST, the state's basic skills test.

Major or minor in subject to be taught.

A passing score on the subject area portion of the NTE.

Bilingual classroom teachers must pass oral language component of state exam, but there are no special course requirements.

Declaration by a local school district that a fully credentialed teacher was not available to fill the vacancy.

PROGRAM DESCRIPTION:

The school district must employ persons to provide guidance and assistance.

The school district must develop a professional development plan for intern -- including training (120 clock hours or equivalent pre-service component in child development and methods of teaching), support and assistance, and annual evaluation.

The intern will be eligible for a clear credential with the school district's recommendation and two years of successful teaching.

The program can be used as a recruiting device for school districts and as an energizer for veteran assisting teachers.

The intern must teach only with the assistance and guidance of a certified employee who has completed at least four years of full-time teaching;

NUMBER OF CREDIT HOURS TO COMPLETE:

120 clock hours of professional development training and a two-year professional development program (approximately 160 additional clock hours).

WHO EVALUATES: LEA evaluates candidates; state evaluates LEA programs.

LENGTH OF TIME: Credential valid for two years of teaching -- three years for bilingual interns -- and may be extended.

OTHER: Less than one percent of the state's beginning teachers are teaching as district interns.

Of these, about 97 percent are in Los Angeles Unified School District.

Smaller districts often lack the personnel or financial resources to do so.

Many smaller school districts have dropped their programs.

Large districts with staff development resources can successfully manage the training, support, and evaluation components.

A state official said that at one time 20 school districts were participating. Now only four districts are left in the program.

The retention rate of participating interns is approximately 90 percent.

TITLE: University Intern Credential

HISTORY: Authorized by legislation in 1967, but issuance of the first such credentials dates back to the early 1950s.

MOTIVATION: In practice, its use is targeted at subject area shortages, although this is not required by law.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

The state's fastest-growing route, especially in special education, but available for all types of credentials.

WHO OPERATES: IHE and LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

A passing score on the CBEST basic skills test.

The teacher's union for the local school district hiring the intern must sign-off on the application.

The Commission on Teacher Credentialing (CTC) must approve the applicant.

PROGRAM DESCRIPTION:

The individual must demonstrate subject matter competence by completing a program of study; OR passing subject area portions of the NTE.

Professional education courses in methods must be completed while the individual is employed as an intern teacher.

The individual must demonstrate subject matter competencies through an approved teacher education program. For elementary teachers, this means competencies in the seven subjects taught in elementary schools; for secondary teachers, this means competency in the subject area to be taught. The college may require completion of courses it deems necessary to achieve these competencies.

Additional requirements which the CTC accepted in Sept. 1989 and which went into effect Sept. 1, 1990:

Admission requirements must take into account the accelerated responsibilities of interns. Applicants should have a high degree of maturity and previous experience with children.

Pre-service training must be provided to ensure a minimum level of knowledge in 10 performance competencies.

The local school district must designate someone to provide support and evaluation for the intern.

The intern will be eligible for a clear credential with two years successful teaching and completion of professional education course requirements.

NUMBER OF CREDIT HOURS TO COMPLETE:

Coursework as required by the IHE to meet competencies, but less than one year of full-time study (half of this must be field experiences).

WHO EVALUATES: Individuals are evaluated by the IHE.

IHE programs are subject to periodic review by the state.

LENGTH OF TIME: The intern may teach two years with the credential, which may be extended.

OTHER: This program is operated on 12 campuses of the California State University System, 4 campuses of the University of California System, and 12 campuses of independent colleges and universities.

It is the state's fastest growing route, especially in special education.

TITLE: Emergency Teaching Permit

HISTORY: Available for more than 40 years.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Successfully complete the CBEST basic skills test.

Have completed specified subject matter preparation in the areas assigned to teach OR have passed the appropriate subject matter portions of the NTE.

A request from the local school district, with approval of local school board, that declares it has been unable to find a fully credentialed teacher to fill the vacancy.

A teachers' union may agree or disagree with the school district's justification.

The school district must first consider other alternative certification routes (such as district or university internships), and must have rejected those routes.

PROGRAM DESCRIPTION:

The individual must:

> Attend an orientation to curriculum and to techniques of instruction and classroom management;

Be enrolled in a credential preparation program to renew emergency.

The individual will be eligible for a clear credential with completion of the teacher preparation program, a fifth-year of study, and special course requirements.

The state legislature expressed its preference for the use of internships over the emergency route; lawmakers enacted a sunset provision so no emergency permits may be available after June 30, 1994.

Currently, the state issues three types of Emergency Teaching Permits:

Long-term -- the vast majority fall into this group; renewed annually for individuals who complete required coursework toward a full credential;

30-day -- for substitutes;

One-year, non-renewable -- usually used for individuals who are certified to teach in another state; since California does not accept a college major in education, they may have to complete additional requirements; they must also pass the CBEST basic skills test and must also either pass the NTE or be certified by a college as possessing an equivalency in the subject matter area.

NO. OF CREDIT HOURS TO COMPLETE:

6 semester units per year to qualify for renewal.

To meet state requirements, they must complete:

15-20 semester units of coursework and 6 months of supervised fieldwork or the equivalent.

WHO EVALUATES: LEA

LENGTH OF TIME: Valid for one year.

May be renewed if the school district verifies that the individual is participating in on-going training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher.

TITLE: Eminence Credential

HISTORY: First available in the early 1950s.

MOTIVATION: To enable a local school district to employ an individual from another profession who possesses unique abilities.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

The local school district must nominate the individual for a specific teaching assignment.

PROGRAM DESCRIPTION:

The individual must pass the CBEST basic skills test during the first year of teaching.

The individual is eligible for a clear credential upon completion of three years of successful teaching.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: LEA

LENGTH OF TIME: The credential is valid for one year and may be renewed.

If it has been renewed three times, the individual is eligible to apply for a full teaching credential.

OTHER: Fewer than 10 such credentials are issued each year. During the 1989-90 school year, only two Eminence Credentials were issued, compared to 20,000 other first-time teaching credentials issued.

TITLE: Sojourn Credential

HISTORY: Available for at least 20 years.

MOTIVATION: Currently used to provide native speakers of Spanish to teach secondary Spanish courses or bilingual classes.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Currently, Spanish and bilingual.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

LEA must nominate the individual.

PROGRAM DESCRIPTION:

The individual is allowed to teach without having earned a bachelor's degree -- the only such program still in effect in California.

The individual must have completed 90 semester units of college study.

Holders of this credential are currently used to teach high school Spanish and bilingual classes.

The individual must pass the CBEST basic skills tests within the first year, in order to qualify for renewal.

The credential may be renewed if the individual completes an additional 6 semester units of coursework each year toward completion of an approved college teacher education program and a bachelor's degree (if the individual has no degree).

NUMBER OF CREDIT HOURS TO COMPLETE:

6 semester units per year toward completion of an approved teacher education program and bachelor's degree.

WHO EVALUATES: LEA

LENGTH OF TIME: One year; renewable if the individual passes the CBEST and completes 6 semester units of coursework in an approved teacher education program.

OTHER: A state official said these individuals are largely recruited in Spain and Mexico, teach for one year, do not complete the basic skills test or the required college coursework, and return to their home countries.

CALIFORNIA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	a/ 16,191	a/ 18,000	a/ 19,000	13,809	11,819
Internship program - District					
Enrolled	558	588	395		
Graduated from program	279	331	175		
Internship program - University					
Enrolled	1,310	1,272	704		
Have achieved a teaching credential	b/ 898	631	433		
Emergency Teaching Permits c/	3,125	3,100	2,400		
Temporary					
Alternative Route					
Other - Eminence Credential	1	1	1		
Sojourn Credential	67	64	56		
Exchange	34				

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	220,000	210,000	N/A	198,521	195,475
Newly Hired Teachers in Each Year	16,000-20,000	20,000	N/A	N/A	N/A

a/ Figures include all types of first-time credentials issued.

b/ Basic 609; Special Education 289.

c/ Emergency Teaching Permit total includes only long-term permits, not 30-day permits for substitutes or one-year non-renewable permits. The one-year permits are issued to persons certified to teach in another state. They have one year to successfully complete California's basic skills test and pass the NTE or obtain certification from an IHE that they have achieved equivalency in subject matter competency.

Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814
Attn: Michael McKibbin
(916) 445-4438

TITLE: Alternative Teacher Certification

HISTORY: Began Sept. 1, 1991.

MOTIVATION: Programs are intended to attract talented individuals into public education who are recent liberal arts graduates, non-public school teachers, college professors, successful individuals seeking career changes, and minorities.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Available in all fields and all grade levels.

WHO OPERATES: LEAs, independent schools, boards of cooperative services, and/or IHEs.

REQUIREMENTS TO ENTER:

Candidates interested in employment as an alternative teacher must:

Hold a bachelor's degree.

Pass the state's basic skills competency test -- the California Achievement Test (CAT).

Demonstrate subject matter knowledge necessary for teaching in an endorsement area through transcript review, standardized assessment, or portfolio review.

Pass a background/security check.

Agree to participate in an alternative teacher program.

PROGRAM DESCRIPTION:

Approved alternative teacher program sites provide a one-year program of teaching and training for the alternative teacher. The program includes:

225 clock hours of professional education, including training in

dropout prevention and the recognition of child abuse or neglect. Training may be modified by the support team, based on assessment of the alternative teacher's knowledge, skills, and ability;

Supervision and guidance by members of a support team, including a mentor teacher; principal, and representative of a higher education institution.

Performance evaluations conducted consistent with the district's adopted evaluation system.

After successfully completing an approved alternative teacher program, the candidate is recommended by the approved agency for a Colorado Type A General Teacher Certificate.

NUMBER OF CREDIT HOURS TO COMPLETE:

225 clock hours of professional education (unless modified).

WHO EVALUATES: Evaluation for eligibility to participate in the program is done by the Colorado Department of Education; evaluation for employment is conducted by an approved agency.

LENGTH OF TIME: One year.

COLORADO

Class G

TITLE: Teacher Certification Through Experience

MOTIVATION: Not specified

REQUIREMENTS TO ENTER:

Applicants who have not completed an approved college teacher education program, but who have completed five or more years of successful teaching experience, may apply for Colorado certification under this alternate route.

PROGRAM DESCRIPTION:

Candidates must satisfy the following requirements:

1. Completion of five or more years of successful teaching experience in a public or non-public elementary or secondary school.

2. Demonstration of thorough knowledge of professional education and teaching by:

    a. Evaluation and recommendation by the applicant's previous supervisor(s);

    and

    b. Successful supervised teaching experience in Colorado, approved by the Colorado Department of Education, under the supervision of a supervising teacher, and for a period of 100 clock hours. This experience may be arranged by the applicant through a Colorado college approved to offer teacher education or arranged by the applicant and an official of a Colorado school district or BOCES.

Evaluation of the teaching experience will be done by the assigned university supervisor or district supervising teacher and principal or other designated district official. Approved student teaching evaluation forms will be used if the student teaching experience is arranged by a university. District personnel performance evaluation forms will be used if the student teaching experience is arranged by a school district or BOCES (regional center).

3. Demonstration of thorough knowledge of the subject area to be taught by evidence of a grade point average of at least 2.5 on a 4.0 scale in collegiate courses applicable to the endorsement area being sought.

4. All applicants for an initial Colorado certificate must have completed a minimum of 6 semester hours or 9 quarter hours of credit appropriate to the certificate requested within the five year period preceding the date of application. Such credit is to be earned through a four year or graduate, regionally accredited college or university.

5. All applicants for an initial Colorado certificate must demonstrate basic skills competency by passing selected tests in written and oral English and mathematics prior to the issuance of a certificate.

COLORADO

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	6,400	5,340	5,947	6,369
Internship program					
Emergency	N/A	511			
Temporary	N/A	352			
Alternative Route *	N/A	50	50	50	50

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	33,144	N/A	31,398	31,168
Newly Hired Teachers in Each Year	N/A	N/A	N/A	958	1,181

* All numbers are estimates and are only for the older alternative route: "Teacher Certification Through Experience"(formerly called "Teacher Certification Under the Alternate Route").

Colorado Dept. of Education
Teacher Certification Unit
201 E. Colfax, Room 105
Denver, CO 80203
Attn: Gene Campbell
(303) 866-6851

CONNECTICUT

Class A

TITLE: Alternate Route to Teacher Certification

HISTORY: Created in 1986 as part of the Connecticut Education Enhancement Act. The first class (106 candidates) began the program June 20, 1988.

MOTIVATION: The state describes it as: "An innovative and exciting program to attract talented individuals from fields outside of education into teaching. . . . The program is intended for professionals from diverse fields such as industry, government, the military, or human services who wish to change careers. It also enrolls recent college graduates with outstanding academic credentials, as well as those wanting to re-enter the workforce who have remained current in their fields. Individuals who have substituted, who have taught part-time, or who have experience as teachers in independent schools are also encouraged to apply."

SUBJECT AREAS/GRADE LEVELS COVERED:

Upper elementary grades 4 - 8 to prepare candidates to teach primarily in self-contained classrooms.

Secondary grades 7 - 12 to teach specific subject areas. The subject areas include: English, foreign languages, history/social studies, mathematics, and sciences (biology, chemistry, earth science, physics, general science).

K-12 certification to teach art or music.

WHO OPERATES: The summer portion of the Alternate Route is conducted by the Connecticut Department of Higher Education. Monitoring during the first two years of teaching is under the auspices of the Connecticut Department of Education.

REQUIREMENTS TO ENTER:

Minimum of a bachelor's degree from an accredited institution with a major in, or closely related to, the intended teaching field. Prospective elementary school teachers must have a broad academic background. Prospective secondary school teachers and special area (art and music) teachers must have the subject-area semester hours required for certification.

A minimum grade point average of "B" (3.00 on a 4.00 scale) in undergraduate studies, or the same average in at least 24 semester hours of graduate study.

A passing score on CONNCEPT (a state-mandated basic skills exam) or a passing score on an approved substitute exam.

A passing score on a subject area test.

Experience in an educational environment with children of the age group the individual wishes to teach.

PROGRAM DESCRIPTION:

The Alternate Route to Certification is a two-month/two-year induction into teaching. An intensive eight-week summer term of full-time study precedes initial employment as a public school teacher. The summer session is offered on a college campus. The faculty consists of outstanding Connecticut public school teachers, distinguished teacher-educators from the state's public and private higher education institutions, and professionals from diverse public and non-public agencies. The curriculum is innovative and interdisciplinary, based on the Connecticut Teaching Competencies and utilizing teaching methods of demonstrated effectiveness.

Following the summer session, employed Alternate Route teachers participate in the Beginning Educators Support and Training (BEST) Program of the State Department of Education for each of their first two years of teaching. BEST includes a mentoring component, an assessment component, and a staff-development component.

Additionally, employing school districts must provide Alternate Route teachers with a special plan of supervision that may exceed that provided to other novice teachers.

NUMBER OF CREDIT HOURS TO COMPLETE:

The Alternate Route is a non-credit program.

WHO EVALUATES: State screens for certification eligibility and admission to the program. Admissions are competitive. Continued certification is determined through assessment of teaching ability based on established minimum competencies as measured through a standard evaluation protocol.

LENGTH OF TIME: Two months/two academic years.

CONNECTICUT

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	a/ 817	748	694	724
Initial certificates issued b/	N/A	3,936	3,079	2,931	2,810
TOTAL CERTIFICATES ISSUED c/	12,428	13,996	11,553	10,046	9,492
Internship program					
Emergency	32				
Temporary					
Alternative Route	d/ 40	100	100	100	100
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State e/	42,576	43,289	43,003	42,335	41,724
Newly Hired Teachers in Each Year f/	1,489	2,254	2,273	2,748	3,074

a/ Persons who received bachelor's degrees from Connecticut IHEs in all education fields. In addition, about 3,000 received master's degrees in all education fields annually. For persons earning degrees in various education specialties, such as mathematics, it is not possible to determine which graduates were preparing to teach in grades K-12.

b/ Numbers include teachers and a small number of administrators from out of state.

c/ In 1989, Connecticut also issued 35,000 new Professional Educator Certificates -- all holders of old standard and permanent certificates were required to apply for the new credential.

d/ 100 teachers competed the program during the summer of 1991. Only 40 teachers were issued certificates.

CONNECTICUT

e/ The count includes both teachers and administrators in public schools -- and since 1989-90, about 850 teachers required to be certified, but working in non-public special education centers.

f/ Numbers include both teachers and administrators in public schools. The percentage of returning experienced teachers has ranged from 47.9 percent to 56.3 percent in the period.

Connecticut Dept. of Education
Bureau of Certification
P.O. Box 2219
Hartford, CT 06145
Attn: Dinoo Dastur
(203) 566-8654

TITLE: Special Institute for Teacher Certification

HISTORY: Legislation approved in 1986.

MOTIVATION: The program was originally initiated in anticipation of shortages, based on projections, to provide classroom teachers in areas which are defined as critical and recruit teachers into these areas.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Limited to mathematics, science, English, modern languages, elementary education, and special education.

WHO OPERATES: Governed by the State Board of Education which makes the rules and regulations for the program, and the College of Education at the University of Delaware which administers the Institute.

REQUIREMENTS TO ENTER:

A bachelor's degree in a specialty area and passing scores on PPST.

Applicants may be:

Individuals who have not completed a teacher education program.

Current teachers whose specialty areas are in a surplus condition -- for example, social studies, physical education, art -- and who therefore need to become certified in a second specialty;

Individuals who wish to enter teaching from other professions -- specifically those areas designated as critical; and

Undergraduate students who agree to teach in Delaware after graduation.

PROGRAM DESCRIPTION:

The state reimburses the cost of participants taking education and subject-matter courses required to upgrade their skills or to qualify for certification in additional subject areas.

Some participants are already certified to teach, but need to qualify for recertification in another subject. Some participants are new to teaching and have not previously been certified.

Non-degree applicants may also qualify for student loans of up to $5,000 per year for four years, with one year of payments written off for every two years the individual teaches.

This program has participants studying at several colleges and universities in Delaware.

NUMBER OF CREDIT HOURS TO COMPLETE:

Minimum of 15 semester hours of coursework in education, including 6 semester hours of student teaching; content courses to meet specific requirements in subject areas (chemistry, physics, etc.).

WHO EVALUATES: State.

LENGTH OF TIME: No limit.

TITLE: Critical Curricular Area Program

HISTORY: Legislation approved in 1986.

MOTIVATION: The program was originally initiated in anticipation of shortages, based on projections, to provide classroom teachers in areas which are defined as critical and recruit teachers into these areas.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Limited to mathematics, chemistry, physical science, physics, computer science, and, beginning in the fall of 1991, one category of special education -- speech pathology.

WHO OPERATES: State Board of Education.

REQUIREMENTS TO ENTER:

A bachelor's degree in a specialty area and passing scores on PPST.

Applicants may be:

Individuals who have not completed a teacher education program.

Current teachers whose specialty areas are in a surplus condition -- for example, social studies, physical education, art -- and who therefore need to become certified in a second specialty;

Individuals who wish to enter teaching from other professions -- specifically those areas designated as critical; and

Undergraduate students who agree to teach in Delaware after graduation.

PROGRAM DESCRIPTION:

The state reimburses the cost of participants taking education and subject-matter courses required to upgrade their skills or to qualify for certification in additional subject areas.

Non-degree applicants may also qualify for student loans of up to $5,000 per year for four years, with one year of payments written off for every two years the individual teaches.

Some participants are already certified to teach, but need to qualify for

recertification in another subject. Some participants are new to teaching and have not previously been certified.

NUMBER OF CREDIT HOURS TO COMPLETE:

Minimum of 15 semester hours of coursework in education, including 6 semester hours of student teaching -- although in some cases student teaching may be replaced by working in the classroom as a teacher for one year; content courses to meet specific requirements in subject areas (chemistry, physics, etc.).

WHO EVALUATES: State.

LENGTH OF TIME: No limit.

OTHER: Although this program still exists, new applicants are not being admitted while the program is being evaluated. Funding for the program has dropped and is in jeopardy.

DELAWARE

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	753	N/A	N/A		
New elementary/secondary certificates	a/3,021	560			
Internship program	8				
Emergency	b/	2			
Temporary	69				
Limited Standard c/	913	73			
Provisional d/	e/ 0	28			
Alternative Route f/	- - - 204 since 1986 - - -				
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	6,046	5,908	5,928	5,897	5,951
Newly Hired Teachers in Each Year g/ i/	1,010	h/418	h/418	318	409

a/ Includes Professional Status and Sfandard Certificates.

b/ No longer issued; title changed to Temporary.

c/ Issued only at the request of a school district to persons who meet requirements for a Standard Certificate and agree to complete remaining deficiencies toward full certification within a given time period, and issued until PPST scores are passing.

d/ Issued at the request of a school district to persons who have a college degree and are working for full certification. No longer issued, effective July 1, 1991.

e/ No longer issued.

f/ Since 1986, the Special Institute for Teacher Certification, based at the University of Delaware in Newark has had 204 completions since 1986. These figures do not include candidates who participated in the state's separate mathematics/science program, for which no numbers were available.

g/ Teachers new to Delaware or returning from a break in service; does not include new hires who moved from school-to-school or district-to-district within the state.

h/ Numbers represent the average of both years, 1990-91 and 1989-90.

i/ Early retirement in effect June 30, 1991.

Delaware Dept. of Public Instruction
P.O. Box 1402
Townsend Bldg.
Dover, DE 19903
Attn: Critical Areas Program
(mathematics, science, and speech pathology)
(302) 739-4885
Attn: Barbara Van Dornick
(mathematics, science, English, modern languages, elementary education, and special education)
Special Institute for Teacher Certification
University of Delaware
105 Willard Hall
Newark, DE 19711
(302) 831-2326)

DISTRICT OF COLUMBIA

Class F

TITLE: **Provisional Certificate**

MOTIVATION:

HISTORY:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

WHO OPERATES:

REQUIREMENTS TO ENTER:

Bachelor's degree in teaching area.

Completed application forms.

PROGRAM DESCRIPTION:

One is allowed to teach while completing regular teacher education course and other certification requirements.

NUMBER OF CREDIT HOURS TO COMPLETE:

LENGTH OF TIME: Valid for one year; may be renewed a maximum of four times.

DISTRICT OF COLUMBIA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	________	N/A			
Internship program					
Emergency					
Temporary					
Alternative Route					
Other	________	N/A	N/A	175	100

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	________	6,500	N/A	6,572	6,232
Newly Hired Teachers in Each Year	________	N/A	N/A	205	160

District of Columbia Dept. of Education
415 12th Street, N.W., #1004
Washington, DC 20004
Attn: E. Louise White
(202) 724-4250

FLORIDA

Class D

TITLE: Temporary Certificate (includes Alternate Route)

HISTORY: Authorized by legislation in 1988.

MOTIVATION: Originally intended to deal with shortages, which no longer exist. It is now used as an incentive for persons who are not teacher-trained to consider becoming teachers.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

The individual must meet specialized requirements in a subject in which Florida offers certification.

The individual must have a 2.5 grade point average on a 4.0 scale in each subject shown on certificate.

The individual must obtain employment in a Florida public school.

PROGRAM DESCRIPTION:

The Temporary Certificate may be issued when the individual obtains employment in a public school.

The recipient then has two years to complete the requirements for the Professional Certificate which are to:

Satisfy professional preparation requirements.

Satisfy recency-of-credit requirement.

Attain:

A passing score on the Professional Education Subtest of the Florida Teacher Certification Examination.

A passing score on the College Level Academic Skills Test (CLAST).

A passing score on the subject area examination for each subject or field shown on the certificate.

Completion of an approved Florida Professional Orientation Program.

The state specifies that two years of full-time teaching may be used in lieu of the student teaching requirement, but it is up to the college to decide whether to accept this.

Operating under required competencies set by the state, a local school district works with the candidate to achieve the competencies, then verifies to the state that they have been attained. The district may or may not decide to require the candidate to complete additional coursework for this purpose.

LENGTH OF TIME: Valid for two years; non-renewable.

WHO EVALUATES: LEA

OTHER: The state also has provisions for a course-by-course analysis of an applicant's transcripts. The state provides applicants a Statement of Eligibility, listing the specific requirements in which the applicants are deficient. All accepted initial teacher applicants are issued Temporary Certificates, take subject area tests, and go through the state's required, year-long Professional Orientation Program. An experienced teacher would be routed by an LEA through an abbreviated Professional Orientation Program -- of 90 days, rather than one year -- then evaluated. After one year, all Temporary Certificate holders may apply for a Professional Certificate.

FLORIDA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	~5,000	~5,000	~5,000	~5,000
Internship program					
Emergency	0				
Temporary (including Alternate Route) *	N/A	~7,000	~7,000		
Alternative Route (included in temporary)					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	121,185	114,000	104,000	99,394	95,857
Newly Hired Teachers in Each Year	5,259	N/A	N/A	5,710	5,251

* Temporary licenses were primarily issued to teachers coming to Florida from out of state. The Alternate Route accounted for approximately 10 percent of the number for 1990-91 and 5 percent of the number for 1989-90.

Florida Dept. of Education
325 W. Gaines St.
Tallahassee, FL 32399
Attn: Barbara Wiemer
(904) 488-8595

GEORGIA Class B1

TITLE: Alternative Certification Program for Critical Shortage Fields (School-Based Preparation Model)

HISTORY: Began July 1986.

MOTIVATION: To fill critical needs. Shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Mathematics, science, foreign languages.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER PROGRAM:

A bachelor's degree in mathematics, science, or foreign language.

The individual must meet the content requirements of the field.

A grade point average of at least 2.5 is required (for regular route it is 2.0 to 2.5 minimum).

PROGRAM DESCRIPTION:

The individual must:

> Complete course requirements for college credit or a local school district staff development program, at no cost.
>
> Attend a summer institute, receiving a stipend provided by the state.
>
> Complete a one-year paid internship under a Provisional Certificate requested by the school district.

An internship plan must be spelled out by the school district, and a mentor teacher assigned to supervise the individual.

The applicant is eligible for on-the-job assessment for certification once the Teacher Certification Test has been passed and a revised professional education sequence of coursework completed.

NUMBER OF CREDIT HOURS TO COMPLETE:

5 quarter hours or staff development units (SDUs) in growth and development.

5 quarter hours or SDUs in identification and education of children with special needs.

10 quarter hours or SDUs in secondary curriculum and methods.

15 quarter hours or SDUs in one-year supervised internship in the field.

Satisfactory assessment required for Teacher Certification Test.

WHO EVALUATES: LEA.

LENGTH OF TIME: One year.

TITLE: Alternative Certificate for Selected Special Education Fields -- Special Provisional Four-Year Level XB Certificate

HISTORY: Effective December 1987.

MOTIVATION: Critical shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Special education -- mental retardation (MR); learning disabilities (LD); behavior disorders (BD); special education/interrelated (SEI).

WHO OPERATES: State.

REQUIREMENTS TO ENTER PROGRAM:

An individual applies to the state, and must present verification from a local school district that the individual is the best available person to fill the teaching position.

For XB certificate in BD --

A bachelor's degree in behavioral science or psychology;

An overall 2.5 grade point average on a 4.0 scale;

Completion of a minimum of 15 quarter hours per year toward requirements for a five-year level special education certificate.

For XB certificate in MR, LD, or SEI ---

A bachelor's degree in mathematics, science, English, or social studies;

A grade point average of 2.5.

Completion of a minimum of 15 quarter hours per year toward requirements for a five-year level special education certificate.

PROGRAM DESCRIPTION:

For XB certificate in BD --

A master's degree in special education and BD;

Satisfactory completion of a one-year supervised classroom internship or student teaching in an appropriate teaching field, for which 15 quarter hours of college credit has been awarded;

Completion of all special state requirements -- certification test; 5 quarter hours in the teaching of reading; 5 quarter hours in identification and education of exceptional children.

For XB certificate in MR, LD, or SEI ---

Completion of 15 quarter hours per year toward the requirements for a five-year level special education certificate (same as for BD, above).

NUMBER OF CREDIT HOURS TO COMPLETE: See above.

WHO EVALUATES: IHE and LEA.

LENGTH OF TIME: One year, renewable; the individual has five years to complete a master's degree.

TITLE: Provisional (B) Certificate

HISTORY: Available since 1949.

MOTIVATION: Enables an individual who meets requirements for the content of the teaching field to teach while completing requirements for professional certification.

GRADE LEVELS AND/OR SUBJECT AREA(S): All

REQUIREMENTS TO ENTER PROGRAM:

The individual must meet all content requirements in teaching field.

PROGRAM DESCRIPTION:

The individual must complete a minimum average of 10 quarter hours of college credit or state-approved staff development credit per year, toward meeting requirements specified in a state evaluation within three years.

The individual must meet all special state requirements, including a passing score on the certification test and coursework in special education and the teaching of reading, prior to the end of the first validity period.

NUMBER OF CREDIT HOURS TO COMPLETE:

A minimum average of 10 quarter hours per year

WHO EVALUATES: IHE and/or LEA

LENGTH OF TIME: Valid for one year. If special requirements and test are met, issued for three years.

Renewable twice, allowing a person to hold it for a maximum of three years.

TITLE: Permitted Personnel Alternative

HISTORY: Effective July 1, 1992.

MOTIVATION: Enables individuals who have "special" qualifications, such as native speakers of less-commonly-taught languages, to be "permitted" and considered competent, in lieu of traditional coursework.

GRADE LEVELS AND/OR SUBJECT AREA(S): All

WHO OPERATES?: Professional Standards Commission.

REQUIREMENTS TO ENTER PROGRAM:

Established competence in field.

Three years of experience in field.

Bachelor's (or higher) degree, except performing arts.

PROGRAM DESCRIPTION:

A professional development plan will be developed and implemented locally.

NUMBER OF CREDIT HOURS TO COMPLETE: None

WHO EVALUATES: LEA

LENGTH OF TIME: Permits are issued annually if the school system verifies implementation of professional development plan.

GEORGIA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program					
PB Certificate a/ -Total issued	1,507	1,809	6,664	5,135	4,541
-Still working at year's end	1,399	1,683	5,401	4,043	3,603
NT Certificate b/ -Total issued	8	56	7,335	7,000	6,721
-Still working at year's end	6	43	4,836	4,667	4,310
Internship program	341				
Emergency Certificates (includes EBT c/) -Total issued d/	502	709	1,041	435	121
-Still working at year's end e/	394	585	264	223	f/ 72
Temporary					
Alternative Route					
Other:					
Provisional B Series Certificates (not including EBT) g/ -Total issued	663	778	893	917	906
-Still working at year's end	579	669	725	729	692
Probationary Certificates h/ -Total issued	1,366	1,526	2,054	1,877	1,687
-Still working at year's end	1,276	1,426	1,869	1,730	1,556

GEORGIA

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State i/	N/A	N/A	N/A	62,552	62,280
Total Teachers Employed in the State j/	70,945	69,467	67,394	64,947	62,825
Newly Hired Teachers in Each Year i/	N/A	N/A	N/A	3,228	2,915
Newly Hired Teachers in Each Year j/ k/	3,933	4,080	4,455	4,388	4,216

a/ The State of Georgia has been changing to a performance-based certification system for a number of years. The new system has been in full force since 1985. The PB (Performance Based) Certificate was issued to an individual who: (1) passes an in-field criterion reference test on subject content, administered under state contract by an independent testing company; and (2) completes a successful on-the-job evaluation of teaching skills, independent from content, conducted by a team including a peer in the subject field, a school administrator, and an official from one of the state's regional assessment centers.

b/ The NT Certificate was described by a state official as a "stepping stone to performance-based certification, which is replacing" the state's previous regular T Certificate (which is no longer issued). Over the past five years, teachers have been re-certified, except for those who were "grandfathered in" and were allowed to retain the T credential. Totals for NT Certificates issued therefore include former T Certificate holders who were re-certified, persons who were newly certified after completing approved teacher education programs, and persons who previously held Provisional Certificates but converted to regular certificates after completing state requirements.

c/ The EBT is an Emergency Provisional Certificate. In this state data, it has been counted with Emergency Certificates. It is issued to a person who cannot yet obtain a regular certificate because of such factors as recency of study, expiration of a certificate and the need for renewal, or the need to pass the certification test. Thus, it would be issued to a person who had been certified to teach in years past and is close to being certified again, but must meet new requirements which have been added for additional coursework or tests.

d/ The holder of an Emergency Certificate may upgrade to a higher credential within a few months of the start of the school year, by completing additional coursework. He or she may therefore start the year with an Emergency Certificate and finish it with a different credential.

e/ Only those teachers still working at year's end, whose certificates had not been upgraded.

GEORGIA

f/ A state official said it was thought that larger-than-usual numbers of teachers were upgraded from Emergency Certificates during this year, which resulted from the latest school reform movement in the state. The decline may have also reflected the reaction of LEA superintendents to criticism over the use of Emergency Certificates.

g/ Provisional B Series Certificates are issued to persons in the state's alternative certification programs. The totals may be higher than the actual number of individuals involved, because one person may be issued two separate certificates -- one at the bachelor's degree level, the second at the master's degree level. These certificates include the: Temporary Provisional (TB) Certificate -- issued to an applicant who has been certified to teach in another state or holds a bachelor's degree in a field recognized for secondary certification, if in neither case does the person meet minimum certification requirements in the content of the teaching field; Special Provisional (XB) Certificate -- issued in a specific special education fields; and Provisional (B) Certificate -- issued to a person who is completing requirements for professional certification while employed.

h/ Probationary (PA) Certificates are issued to persons who are already certified teachers in the state and who are completing requirements to add a new specialty, while teaching in that new field.

i/ Data from the American Federation of Teachers (AFT).

j/ Data provided by the Professional Standards Commission. A state official said Georgia counts teachers by Social Security number at the end of the school year, and state data refer to the total number of individual teachers, including both full and part-time. Data from the American Federation of Teachers (AFT) are for full-time equivalent teachers, and are therefore consistently lower than Georgia state figures.

k/ These Georgia state data are for persons considered to have zero teaching experience in Georgia, but may also include individuals who are not newly-hired recent teacher education graduates. These could include some persons who were previously certified and taught in the state, then dropped out of teaching for some years and recently returned and were certified to teach in some slightly different subject area.

Georgia Professional Standards
Commission
1454 Twin Towers East
Atlanta, GA 30334
Attn: Robert R. Hill, Executive Secretary
(404) 656-2431

TITLE: Special Certification Program Mathematics/Science

HISTORY: Began in 1985.

MOTIVATION: To reduce the shortage of secondary school mathematics and science teachers by increasing the available pool of certified teachers in this area.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Secondary mathematics and science

WHO OPERATES: IHE

REQUIREMENTS TO ENTER PROGRAM:

Completion of an undergraduate degree in mathematics or science with a cumulative grade point average of 2.75.

PROGRAM DESCRIPTION:

This program, funded by the State Legislature, is designed to provide tuition-free coursework for selected participants and has two components:

I. the preparation of individuals with baccalaureate degrees in mathematics or science through a program of professional education courses leading to the initial basic secondary certificate; and

II. the preparation of in-service teachers through the academic major leading to certification in mathematics or science.

Selection is on a competitive basis. The cost of books, University admissions fees and other student fees are the responsibility of each candidate. In the event that current funding does not adequately cover increased tuition costs, and the Department is unable to fund tuition, it is hoped that the candidates will complete the program on their own.

In Component I, selected individuals who have completed a baccalaureate degree in either mathematics or science will be admitted to the College of Education through the Professional Diploma Program

and will be required to complete a prescribed program of study. This program of study is equivalent to the professional education core courses offered at the undergraduate level in the College of Education. The individual's baccalaureate degree in mathematics or science is accepted as the equivalent of the undergraduate academic major.

Upon completion of this program, the individual will be recommended for the initial basic secondary teacher certificate in either mathematics or science.

Certification requirements: Successful completion of the professional core courses and passing scores on the NTE Core Battery and appropriate Specialty Area.

Apply to Department of Education for a teaching position.

NUMBER OF CREDIT HOURS TO COMPLETE:

Range: 27 to 33 semester hours, depending on the IHE -- professional core courses and student teaching.

WHO EVALUATES: IHE.

LENGTH OF TIME: Variable -- most often one calendar year.

HAWAII

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	1,040	2,200	2,700	1,600
Internship program					
Emergency					
Temporary	N/A	176			
Alternative Route/Special Cert.	N/A	2	8	9	16
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	10,780	10,373	10,159	9,863
Newly Hired Teachers in Each Year	N/A	1,216	973	854	927

Hawaii Dept. of Education
Office of Personnel Services
P.O. Box 2360
Honolulu, HI 96804
Attn: Antonette Port
(808) 548-5217

TITLE: Secondary Field Centered Teacher Training Program:
An Alternate Route to Certification

HISTORY: Adopted by the State Board in February 1990.

MOTIVATION: To provide an alternative for individuals to become certificated secondary teachers in Idaho without following a standard teacher education program.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary only.

WHO OPERATES: Participating colleges and universities, the State Department of Education, and the employing local school district.

REQUIREMENTS TO ENTER PROGRAM:

A. Prior to application, the prospective trainee must:

1. Possess a baccalaureate or higher degree from an accredited college or university with a minimum grade point average of 2.5 on a 4.0 scale;

2. Have completed the degree at least five years previously;

3. Hold academic credits comparable with current major and minor requirements for secondary endorsement(s);

4. Receive passing scores on the Communication Skills and General Knowledge portions of the NTE Core Battery;

5. Meet all non-academic requirements of the State of Idaho.

B. Prior to admission, the applicant must:

1. Apply for a Teacher Trainee Certificate from the Office of Teacher Education and Certification;

2. Submit the required NTE scores to the certification office;

3. Submit the required documents to the Office of Teacher Education and Certification: application, application fee, official transcripts and three letters of recommendation;

4. Present the Teacher Trainee Certificate to potential employers and obtain a written statement from a school district declaring an intent to employ the applicant for the ensuing school year;

5. Submit the statement of intent to employ to the Office of Teacher Education and Certification.

PROGRAM DESCRIPTION:

The teacher trainee must attend, participate in and successfully complete an individualized two year teacher trainee program as one of the conditions to receive recommendation for a Standard Secondary Teaching Certificate.

A formal teacher trainee plan will be developed by a consortium composed of the mentor teacher, a representative of the school district, a representative of the Office of Teacher Education and Certification, and a representative of the participating higher education institution with an approved secondary education program. Any deviation from the formal trainee plan must be approved by the consortium. The consortium will be responsible for the program design, supervision and evaluation of the training.

The teacher trainee program shall include:

1. Completion of a 9 semester credit hour program of pre-service training from an institution of higher education.

2. Completion of a 30 contact hour pre-service orientation presented by the school district prior to a classroom assignment. This orientation shall include district policies, procedures, curriculum, instructional model, community characteristics, and resources.

3. Completion of an internship of two academic years (four semesters) duration. The trainee shall be enrolled in 3 semester credit hours of internship each semester.

4. Completion of a 6 to 9 semester credit hour program during the second summer from an institution of higher education.

The pre-service and second summer program of 15 to 18 semester credit hours in total shall include: philosophical, psychological and methodological foundations of the profession, and reading in the content area. The consortium will determine the content required for the trainee, which may include both pedagogical and subject area course work. When designing the content necessary for the individual teacher trainee to complete the program, the consortium shall consider previous college credit, as documented in the official transcripts. Efforts will be directed to provide observation and clinical experiences during the time prior to being assigned to the classroom.

Each teacher trainee must be assisted by and guided throughout the two year training program by a certified employee of the district who has been designated as a mentor teacher. Principals must ensure that teacher trainees are provided with direct assistance from a mentor teacher and, where needed, other support personnel.

NUMBER OF CREDIT HOURS TO COMPLETE: 15-18 semester hours.

WHO EVALUATES: Principals are to provide assistance to teacher trainees regarding the purpose, expectations, and procedures involved in the evaluation process and with whatever guidance may be needed. The principal shall formally evaluate the teacher trainee at least once each quarter of the school year.

LENGTH OF TIME: Two years as a teacher under the teacher trainee program.

OTHER: Salary and benefits are established by the local district. All costs related to the college or university credits required will be the responsibility of the trainee. Other costs will be the responsibility of the respective agency involved in each trainee's program.

10 individuals are currently participating in this program. In fall 1992, nine will be in their second year; 1 in his first year. Four have completed the program.

IDAHO

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	*4,284	*4,860	*5,432
Internship program					
Emergency					
Temporary					
Alternative Route	** 4				
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	11,601	11,059	10,425	10,258
Newly Hired Teachers in Each Year	N/A	N/A	N/A	510	497

* Totals include all initial certificates and all renewals issued.

** 10 individuals are currently participating in this program. In fall 1992, nine will be in their second year; one in his first year. Four have completed the program.

Idaho Dept. of Instruction
Teacher Education/Certification
Len B. Jordan Office Bldg.
Boise, ID 83720
Attn: Roger Hanshew
(208) 334-3475

ILLINOIS

Class D

Illinois has developed policy and guidelines for the consideration of programs providing alternative routes to certification. The programs are designed to prepare non-traditional candidates seeking preparation in teaching as a second career. The programs will be offered by approved teacher education institutions, working in collaboration with local school districts. During academic year 1990-91, candidates served as interns in a school district, while completing their teacher education preparation. In their second year, the candidates will be employed as resident teachers, while continuing to develop their teaching skills. State legislation has been obtained to create a resident teacher certificate, enabling these candidates employment opportunities.

The one program now in operation involves the Glenview School District and DePaul University.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	6,895	6,727	5,483
Internship program					
Emergency					
Temporary					
Alternative Route	N/A	6			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	110,152	108,775	106,182	105,097	105,217
Newly Hired Teachers in Each Year	3,767	4,137	2,984	2,613	2,641

The state is not considering alternative teacher certification.

Currently, a graduate of an accredited institution outside the state of Indiana must submit credentials for evaluation to the Division of Teacher Certification or enroll in an approved teacher education program at an Indiana college or university. Those who have completed a teacher preparation program at an out-of-state institution should submit their credentials to the Teacher Certification office.

All other candidates should contact the education certification advisor at the university or college of their choice.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program and were licensed	5,747	N/A	N/A	5,350	3,621
Internship program	1,440	1,604	1,108	1,657	803
Emergency	772	812	882	839	905
Temporary					
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	51,938	54,623	54,220	53,246	53,514
Newly Hired Teachers in Each Year	1,049	1,848	1,660	1,932	985

IOWA

Class I

Note: State officials said they have "developed a proposal for alternative preparation, not alternative certification" -- that is, alternative candidates would be required to meet the same certification standards as graduates of traditional teacher education programs. If the proposal is implemented, candidates would be given a provisional license for two years, undergo preparation in two summer sessions, receive beginning teacher and mentor support, and be observed in the classroom during their second year.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program*	est.3,200	est.3,200	N/A	4,000	4,000
Internship program					
Emergency					
Temporary					
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	est.31,000	est.31,000	30,912	30,568	30,955
Newly Hired Teachers in Each Year**	est.800-900	est.800-900	792	795	811

* Totals include persons who completed teacher education programs both in-state and out-of-state. According to a state official, "These numbers are based on a review of applications received for each of these years; an estimate of applications from non-experienced teachers making initial application in Iowa."

** Beginning full-time teachers with no prior experience.

Iowa Board of Educational Examiners
Grimes State Office Bldg.
Des Moines, IA 50319
Attn: Orrin Nearhoof
(515) 281-3611

Currently, Kansas bases certification on the completion of state-approved programs. A minimum cumulative grade point average of 2.5 on a 4.0 grade point scale is required for all initial certificates issued after Sept. 1, 1985. Kansas does not base certification on a transcript analysis and is a member of the MINKS (Missouri, Iowa, Nebraska, Kansas, South Dakota) agreement.

The State Board is currently considering alternative teacher certification and is studying these two models:

1. Alternative Certification Model, Institutions of Higher Education -- Individuals could receive a two-year provisional certificate if a recommending IHE verified that they had met these requirements: a bachelor's degree; a cumulative GPA of 2.5 on a 4.0 scale; competence in an academic endorsement area through a major in that subject or equivalent coursework and experience; successful completion of pre-certification tests, including the Pre-professional Skills Test (PPST) and the NTE; a request from an employing LEA which has an approved application for Innovative Program Accreditation Waiver; and successful completion of an intensive eight-week summer Teacher Education Program Workshop -- with instruction in classroom management, instructional studies, exceptional child in the regular classroom, curriculum and instruction including methods, and child and/or adolescent psychology -- and a one-week orientation at the district and building levels. This would be followed by a year of classroom teaching, supervised and evaluated by a Certification Team, comprised of a school principal, district-appointed mentor, and college supervisor or adjunct clinical faculty member. After the first year, if the individual has completed all coursework requirements and demonstrated outstanding teaching ability, the Team can recommend award of the standard certificate. Otherwise, candidates would participate for a second year and complete the remaining coursework. They would receive college credit toward the 18 semester hours required for full certification.

2. State Board of Education Visiting Scholar Certificate -- This program would seek to tap the human resources found at the state's 22 IHEs, several military bases, and technology-based industries, targeting individuals with exceptional talent and/or outstanding distinction in an academic field. If an LEA identified an individual or the individual expressed an interest, the LEA could submit supporting documentation to the Commissioner of Education. After review, the Commissioner could order issuance of a special certificate, valid for one year, specifying subjects the holder would be authorized to teach.

KANSAS

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	a/ 2,966	3,808	3,589
Total certificates issued	17,437	17,863			
Initial certificates issued	4,226	4,310			
Internship program					
Emergency					
Temporary					
Alternative Route					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	b/ 35,276	b/ 35,020	b/ 34,324	28,122	27,317
Newly Hired Teachers in Each Year	c/ 1,138	d/ 994	c/ N/A	N/A	N/A

a/ 1,611 of these completed approved programs at the undergraduate level.

b/ Total number of certified school employees.

c/ Figure is for first-year teachers, except for the largest district.

d/ State data showed that there were 1,143 first-year teachers, but that figure does not include first-year teachers hired in the four largest districts in the state.

Kansas Dept. of Education
Division of Certification
120 East Tenth Street
Topeka, KS 66612
Attn: Rod Bond
(913) 296-4318

TITLE: Alternative Certification

HISTORY: Mandated by the 1990 General Assembly. Regulations for middle and secondary program were approved by the Education Professional Standards Board. The primary alternative regulations were finalized early in 1992, and by mid-year had completed the regulatory cycle.

MOTIVATION: Legislative response to the growing number of adults who already have a bachelor's degree in a field other than education who want to become licensed to teach.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

High school and middle grades -- all subject areas except special education; ungraded primary (K-3) -- not including special education.

WHO OPERATES: School district, which must show that it has sought collaboration of an IHE.

REQUIREMENTS TO ENTER PROGRAM:

Baccalaureate degree

2.5 GPA overall and in subject field to be taught;

30-hour major in subject area(s) of certification (high school; middle school);

Offered and accepted position in school district with an approved alternative certification program;

Three letters of reference;

Criminal record check;

Five years experience in subject field may be substituted for 30-hour major;

Successful completion of Communication Skills and General Knowledge tests of the NTE core battery; high school and middle school candidates complete a specialty area test.

PROGRAM DESCRIPTION:

Site-based in district with ongoing mentoring, monitoring, training, and evaluation. Professional support team (principal, teacher/mentor, instructional supervisor, and college faculty member) is responsible for developing a professional development plan with the candidate, that focuses on the knowledge base of the Kentucky beginning teacher internship program (which is effective teaching), classroom management, evaluation, curriculum design and delivery, and professional growth. Informal critiques and formal observations, scheduled and unscheduled, are required over all three phases of training: Phase I -- eight weeks on-site preparation; Phase II -- 18 weeks half-time teaching, half-time instruction; Phase III -- 18 weeks full-time teaching, continued training. Team votes on candidate's success.

NUMBER OF CREDIT HOURS TO COMPLETE:

250 contact hours of direct instruction.

WHO EVALUATES: Four-member professional support team assigned to each candidate. Candidate must complete professional knowledge portion of NTE core battery (K-3 must also complete ECE test).

LENGTH OF TIME Total of 44 weeks: 8 weeks pre-training on-site; 18 weeks half-time teaching, half-time training; 18 weeks full-time teaching, with continued monitoring and mentoring.

OTHER: Could be combined with college credits to result in an MAT degree, if the school district's proposal allows for a collaborative MAT. Successful candidates receive a Statement of Eligibility that initiates the Kentucky Teacher Internship Program when they are employed in a school district.

TITLE: Post-Baccalaureate Experimental Secondary Teacher Preparation Program

Note: There is currently one alternative teacher certification program in the state -- at the University of Louisville. New legislation allows for school district development of alternative programs for certifying teachers.

HISTORY: The first class was 1989-90. The new class will start May 1992.

MOTIVATION: To obtain teachers in areas most in demand by the local school district.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Those most in demand by school districts that employ the students.

WHO OPERATES: University of Louisville

REQUIREMENTS TO ENTER PROGRAM:

Minimum of 2.75 grade point average.

A 900 composite score on the Math and Verbal portions on the GRE.

A completed application to the Graduate School for a Master of Arts in Teaching.

Two additional recommendations in addition to the official M.A.T. references that speak toward the applicant's teaching potential.

Two, one-page essays and a brief program application.

Completion of a teaching major and/or minor in math, English, biology, chemistry, physics, French, Spanish, history or social studies. (Candidates must be within 9 credits of their teaching major and/or minor in order to be eligible for the May, 1992 class.)

Completion of state certification requirements including computer proficiency physical examination, and the NTE.

KENTUCKY

Class E

PROGRAM DESCRIPTION:

An intense, teaching-centered program design.

The opportunity to be considered for paid part-time teaching positions during the school year and University provided tuition waivers.

Work toward a Master of Arts in Teaching (most candidates will be 9-12 credit hours away at the completion of the program).

A cohort group of about 20 outstanding colleagues.

Education courses that draw upon the diverse experiences the individual brings to teaching.

Open to 20 candidates screened for academic talent and the personal characteristics that indicate the promise of becoming a good teacher.

The Experimental Program is an opportunity to combine the required 27 hours of secondary teacher certification credits with additional coursework in your subject area leading toward an M.A.T. The center of the 13-month experience is the possibility of a part-time teaching position during the school year. While teaching during the school year, candidates enroll in courses in order to complete their teaching majors and education course requirements.

NUMBER OF CREDIT HOURS TO COMPLETE: 27 hours

WHO EVALUATES: University of Louisville and district administrators.

LENGTH OF TIME Two summers, fall, spring (four semesters)

OTHER: Candidates who complete the program and are employed in the state are enrolled in the Kentucky Teacher Internship Program (KTIP) during their first year.

KENTUCKY

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	7,500	7,000	6,800	6,500
Internship program	N/A	1,800			
Emergency	N/A	75	125	120	100
Temporary	N/A	N/A			
Alternative Route -University of Louisville	N/A	20			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	42,526	41,559	35,736	35,325
Newly Hired Teachers in Each Year	N/A	1,993	1,837	1,465	1,297

Kentucky Dept. of Education
Teacher Education/Certification
500 Mero St.
Frankfort, KY 40601
Attn: Traci Bliss
(502) 564-4606

TITLE: Alternate Post-Baccalaureate Certification Program -- Secondary

HISTORY: March 1990, revised.

MOTIVATION: Teacher shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary (grades 9-12)

WHO OPERATES: IHE

REQUIREMENTS TO ENTER PROGRAM:

A bachelor's degree with a major or concentration in a teacher certification area.

An overall grade point average of 2.5 on a 4.0 scale.

PROGRAM DESCRIPTION:

This program provides opportunities for individuals with non-education degrees to become certified public school teachers.

Certification requirements are:

General education -- A baccalaureate degree.

Special Academic Education -- The candidate must have a degree with the major in the area of certification or meet the state minimum requirements.

Professional Education -- 18 semester hours of coursework in pedagogy (professional education) appropriate to the level of certification as prescribed by the IHE teacher education program. The professional education component should include courses in theories of teaching and learning, student achievement and evaluation, human growth and development, and methods of instruction.

NUMBER OF CREDIT HOURS TO COMPLETE:

Varies individually.

WHO EVALUATES: IHE.

LENGTH OF TIME: Not specified

OTHER: The applicant must have attained scores on the NTE which meet state requirements for certification.

TITLE: Alternate Post-Baccalaureate Certification Program -- Lower Elementary

HISTORY: March 1990

MOTIVATION: Teacher shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Lower Elementary (grades 1-4)

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

An overall grade point average of 2.5 on a 4.0 scale.

PROGRAM DESCRIPTION:

Certification requirements are:

General Education -- The general education component of the candidate's baccalaureate degree must meet the state minimum requirements.

Specialized Academic Education -- The state minimum requirements in specialized academic education must be met. A baccalaureate degree will satisfy 9 hours of the specialized academic education requirements.

Professional Education -- 21 semester hours of coursework in pedagogy (professional education) appropriate to the level of certification as prescribed by the IHE teacher education program. The professional education component should include courses in theories of teaching and learning, student achievement and evaluation, human growth and development, methods of instruction, and reading diagnosis and remediation.

NO. OF CREDIT HOURS TO COMPLETE:

Varies individually.

WHO EVALUATES: IHE.

LENGTH OF TIME: Not specified.

OTHER: The applicant must have attained scores on the NTE which meet the state requirements for certification.

TITLE: Alternate Post-Baccalaureate Certification Program -- Upper Elementary

HISTORY: March 1990

MOTIVATION: Teacher shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Upper Elementary (grades 5-8)

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

An overall grade point average of 2.5 on a 4.0 scale.

PROGRAM DESCRIPTION:

Certification requirements are:

General Education -- The general education component of the candidate's baccalaureate degree must meet the state minimum requirements.

Specialized Academic Education -- The state minimum requirements in specialized academic education must be met. A baccalaureate degree will satisfy 6 hours of the specialized academic education requirements.

Professional Education -- 24 semester hours of coursework in pedagogy (professional education) appropriate to the level of certification as prescribed by the IHE teacher education program. The professional education component should include courses in theories of teaching and learning, student achievement and evaluation, human growth and development, methods of instruction, reading diagnosis and remediation, and exceptionalities of children or at-risk children.

NUMBER OF CREDIT HOURS TO COMPLETE:

Varies individually.

LOUISIANA

Class E

WHO EVALUATES: IHE.

LENGTH OF TIME: Not specified.

OTHER: The applicant must have attained scores on the NTE which meet the state requirements for certification.

TITLE: Alternate Post-Baccalaureate Certification Program -- Special Education

HISTORY: March 1990

MOTIVATION: Teacher shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Special education areas.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

An overall grade point average of 2.5 on a 4.0 scale.

PROGRAM DESCRIPTION:

This program provides opportunities for individuals with non-education degrees to become certified public school teachers.

Certification requirements are:

General Education -- A baccalaureate degree will fulfill the general education requirements.

Specialized Academic Education -- The candidate must have a degree with a major in the area of certification or meet the state minimum requirements.

Professional Education -- 18 semester hours of coursework in pedagogy (professional education) appropriate to the level of certification as prescribed by the IHE teacher education program. The professional education component should include courses in theories of teaching and learning, student achievement and evaluation, human growth and development, and methods of instruction.

NUMBER OF CREDIT HOURS TO COMPLETE:

Varies individually.

WHO EVALUATES: IHE.

LENGTH OF TIME: Not specified.

OTHER: The applicant must have attained scores on the NTE which meet the state requirements for certification.

TITLE: Temporary Certificate

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: State.

REQUIREMENTS TO ENTER:

Application must be supported by the following statement from the employing superintendent:

"I hereby certify that there is no certified, qualified, competent, and suitable person available for this position and that the applicant named above is the best qualified person open for employment in the position hereinabove described."

A bachelor's degree.

An appropriate NTE score submitted with application.

The certificate is issued to the local school board, not the individual.

PROGRAM DESCRIPTION:

The individual must complete 6 semester hours earned in residence or by extension toward completion of a teacher education program each year, in order to continue teaching under the temporary certificate.

The state also issues a Provisional Certificate to a person who is certified to teach in another state and has three years of teaching experience in the certificate field, but lacks the NTE.

NUMBER OF CREDIT HOURS TO COMPLETE:

6 semester hours per year until all requirements for an approved program are met.

WHO EVALUATES: IHE.

LENGTH OF TIME: Valid for one year; renewable.

LOUISIANA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program Total Initial Standard Certificates Issued (Program Not Specified)	2,360	2,648	3,046	2,533	2,465
Internship program	N/A	N/A			
Emergency	7	38	76	108	173
Temporary	4,177	4,171	3,647,	3,672	2,755
Alternative Route	231	New			
Other --					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	51,143	47,231	47,102	43,633	42,433
Newly Hired Teachers in Each Year	N/A	N/A	N/A	2,699	2,533

Louisiana Dept. of Education
Bureau of Higher
Education/Certification
P.O. Box 44064
Baton Rouge, LA 70804
Attn: Robert G. Crew
(504) 342-3490

TITLE: Transcript Analysis

HISTORY: In effect for many years.

MOTIVATION: Shortage, to fill the needs of school districts, since only about 10 percent of newly hired teachers come through approved teacher education programs in Maine.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

In applying for transcript analysis, an individual must provide a copy of undergraduate and/or graduate transcripts. Although official transcripts are preferred, legible photocopies are acceptable. These must show the individual's social security number and all courses for which credit has been received and the date that degrees were awarded. Continuing education units and teacher recertification credits are not acceptable for initial certification.

An applicant for a Conditional Certificate must have achieved qualifying scores on the Core Battery of the NTE or must do so during the initial term of the certificate as a prerequisite for renewal, further renewal, or issuance of a Professional Certificate.

If the individual is certified to teach in another state, he or she must submit a copy of out-of-state teaching certificate.

In order for a Conditional Certificate to be awarded, the local school district must have actively sought to employ a Provisional or Professional Certificate holder, but has been unable to do so.

PROGRAM DESCRIPTION:

If the state has determined, through transcript analysis, that the individual is eligible for a Conditional Certificate, he or she must complete all requirements for full certification while teaching under the Conditional credential. The transcript analysis determines which coursework deficiencies must be completed to qualify for full certification.

To renew the Conditional Certificate, the individual must demonstrate that he or she has annually completed the amount of approved study ordinarily required for renewal of a professional certificate. Approved study must consist of courses unless the Department gives advance approval to an action plan which substitutes in-service training for courses, in whole or in part.

The individual's support system recommends that the Conditional Certificate be renewed or that a Professional Certificate be issued.

NUMBER OF CREDIT HOURS TO COMPLETE:

For secondary level -- 18 semester hours of education coursework plus student teaching; for elementary level -- 33 semester hours plus student teaching.

WHO EVALUATES: LEA.

LENGTH OF TIME: The Conditional Certificate may be renewed for not more than two additional one-year terms.

OTHER: Transcript analysis is used for teachers coming from out of state, Maine teachers seeking additional endorsements to teach out of their subject areas, and for career changers.

MAINE

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	* N/A	400			
Internship program	N/A	N/A			
Emergency	N/A	178			
Temporary					
Alternative Route					
Other --					
Conditional (Transcript Analysis)	N/A	424	300		
Transitional Endorsement **	N/A	294			

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	16,802	N/A	14,556	14,204
Newly Hired Teachers in Each Year	N/A	661	N/A	475	476

* A state official said only about 10 percent of new teachers hired in Maine are produced by approved IHE programs in the state.

** Transitional Endorsement is issued upon the request of an employing superintendent and the teacher with a valid certificate who has accepted a teaching assignment out of the endorsed content area. The transitional teacher must complete 6 semester hours annually of prescribed coursework in order to renew the transitional endorsement.

Maine Dept. of Education
Teacher Education/Certification
State House Station 23
Augusta, ME 04333
Attn: Nancy Ibarguen
(207) 287-5945

TITLE: Resident Teacher Certificate

HISTORY: This bylaw, which permits school systems to hire liberal arts graduates for teaching assignments, was passed by the State Board of Education on Dec. 20, 1990 and became effective on Apr. 1, 1991.

MOTIVATION: To increase the pool of highly qualified professional educators.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Secondary subjects and elementary education.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A liberal arts bachelor's degree.

3.0 grade point average.

Offer of employment.

Qualifying scores on NTE Core Battery, except professional education and the Specialty Area Test

The skill areas of development in study are: human growth and development, principles and theories of teaching and learning, strategies and models of teaching, planning and classroom management, and the Maryland Essential Teaching knowledge.

PROGRAM DESCRIPTION:

A school system will have a Resident Teacher Program requiring a minimum of 90 hours of study prior to employment.

The program can be offered by a LEA or cooperatively with and IHE.

The Resident Teacher will be mentored by a certificated teacher.

Upon one year of successful teaching and an additional 90 hours of study, the local superintendent may recommend that the Resident Teacher be issued the Standard Professional Certificate.

NUMBER OF CREDIT HOURS TO COMPLETE: 90 hours.

WHO EVALUATES: LEA.

LENGTH OF TIME: The Resident Teacher Certificate will be valid for no

could be issued for a second year.

OTHER: As of Summer 1992, two LEAs had RTC programs.

TITLE: Creative Initiatives in Teacher Education

HISTORY: Procedures and guidelines for proposal development published in February, 1989.

MOTIVATION: In an attempt to encourage innovation and vitality in teacher education, the Teacher Education and Certification Branch of the Maryland State Department of Education (MSDE) established a set of program approval guidelines for the development and implementation of alternative programs in teacher education leading to a certificate. These programs are considered "alternatives" to the approved teacher education programs offered in institutions of higher education. They are designed to increase the pool of highly qualified professional educators.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Not specified.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

Defined by each IHE.

PROGRAM DESCRIPTION:

Each college program must meet 20 guidelines established by the Teacher Education and Certification Branch of the Maryland State Department of Education (MSDE). Each participating institution, or consortium of institutions will submit a description of its programs and letters of commitment to the Creative Initiatives in Teacher Education (CITE) Coordinating Committee. This six-person committee consists of representatives from colleges and universities, school systems, and the teacher education staff at MSDE.

In order for a program to be considered for approval by the CITE Coordinating Committee, it must have a clear focus which distinguishes it from the regular teacher education program(s) of the sponsoring institution. The focus may be on a non-traditional student population, a new approach, or a special staffing need of Maryland local schools.

The 20 guidelines include National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards, 4.1:

"Curriculum Development, Planning, and Patterns for Advanced Programs," based on the assumptions that these programs are graduate level, and selected items from the other sections of NASDTEC standards.

NUMBER OF CREDIT HOURS TO COMPLETE: Not specified.

WHO EVALUATES: Experimental programs have been given a two-year "approval for implementation." An on-site evaluation of the program would be conducted by the MSDE Teacher Education Staff in the second year of the program's operation. If the experimental program produced graduates in less than two years, an on-site evaluation would be planned during the first year of the program's operation.

LENGTH OF TIME: Varies by IHE program.

OTHER: Eight experimental programs were still in operation in 1991-92. State officials said that one program had requested a NASDTEC standards evaluation for reciprocity with other states, beginning in early 1992.

MARYLAND

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	1,695	1,501	1,335	1,357	1,262
Internship program					
Emergency					
Temporary					
Alternative Route	109	N/A	57	45	25
Other --Credit count (transcript analysis)	295	496	232	346	454

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	43,665	* 55,278	41,317	40,649	40,086
Newly Hired Teachers in Each Year	2,802	2,692	2,594	2,435	898

* Included guidance counselors, psychologists, administrative and supervisory staff.

Maryland Dept. of Education
Teacher Education/Certification
200 W. Baltimore St.
Baltimore, MD 21201
Attn: Valerie M. Schwartz
or Virginia Pilato
(301) 333-2152

Note: The state is expected to change its certification system in 1994. Thereafter, officials expect the state to issue a provisional certificate, which might go to a liberal arts graduate who has completed some, but not all, education components. Such a person could then obtain a teaching job and would be given up to five years to complete requirements for a clinical master's degree. Upon completing the additional requirements, the teacher would qualify for a permanent, lifetime certificate. The following programs are expected to continue.

TITLE: Certification Review Panel -- Alternative Route to Certification

HISTORY: Adopted by the State Board of Education in 1987.

MOTIVATION: To provide flexibility in certification of applicants who have not followed the conventional route of teacher preparation, while adhering to high standards for competency spelled out in state regulations. For applicants who appear to meet certification standards, through both their experience and formal education, but do not meet all specified education requirements.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

Eligibility: A candidate's eligibility for review by the Certification Review Panel will be determined by the Bureau of Teacher Certification. The Bureau will refer to the Panel any applicant for certification who

cannot be certified under other provisions;

appears to meet five specified standards for the appropriate certificate, but does not necessarily hold any requisite certificate or meet all of the specific competencies listed under each standard;

has at least five years or the equivalent of full-time professional experience relevant to the standards;

has submitted proof of a bachelor's or higher earned degree, good health, sound moral character, U.S. citizenship or proof of legal presence in the U.S. and legal authorization for employment, the requisite score on any test required for certification, and meeting any other statutory requirement; and has filed a completed application and paid the required fee.

The Panel will receive written information from the Bureau on each applicant referred to it, and will accept an applicant for full review unless a majority of the Panel members inform the Department of their objection.

Procedure: Full review of candidates accepted by the Panel will be carried out by three-member teams of the Panel which will, where possible, be composed of a teacher, an administrator, and a college faculty member. The team will review the Bureau's evaluation and other documentation and interview the candidate, may request additional information or recommendations from the candidate, may request or arrange any test, evaluations, or observations of performance it deems necessary, and may request from the Department the advice of Department staff or experts in areas not represented on the team.

Recommendations: When the Panel has made a determination that the applicant has or has not substantially met the standards, it will recommend to the Commissioner and the Commissioner, if in agreement, to the Board of Education:

that the candidate be certified;

that the candidate not be certified, or

that the candidate be certified only after meeting certain specific conditions, directly related to the standards, to the satisfaction of the Bureau.

The decision of the Board shall be final.

PROGRAM DESCRIPTION:

The Certification Review Panel provides an alternative route to certification for candidates who appear to meet the certification standards (specified in the Regulations for Certification of Educational Personnel) through both their experience and their formal education, but who do not meet all of the specific certification requirements.

Candidates for the review panel must have at least five years full-time or the equivalent part-time professional experience relevant to the standards for certification.

Whether an applicant qualifies for Panel review is determined by the Bureau of Teacher Certification, based upon an evaluation of the applicant's educational transcripts and work experience.

NUMBER OF CREDIT HOURS TO COMPLETE: Individually determined.

WHO EVALUATES: Certification Review Panel.

LENGTH OF TIME: Not applicable.

TITLE: Apprentice Teacher Program

HISTORY: Created by the Massachusetts legislature as part of the Public School Improvement Act of 1985.

MOTIVATION: Provides an opportunity for talented and qualified candidates to obtain a Massachusetts classroom teaching certificate while actually teaching.

"The program emphasizes learning by doing, and involves the school, the college, and the candidate in an educational partnership. It is not a short cut to certification but a reordering of the preparation components required for certification, allowing qualified candidates to be employed while completing the requirements for certification."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Regular classroom teaching certificates at all grade levels, not including special education, administrative, vocational, or support areas.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The individual submits an application for certification and a letter requesting review for the Apprentice Teacher Program to the Bureau of Teacher Certification.

A bachelor's degree, with at least 30 semester hours of coursework in the subject area.

A candidate for an apprenticeship in early childhood, elementary or middle school must submit evidence (usually college transcripts) showing that he/she has addressed all of the competencies of Standard I for these appropriate certificates.

PROGRAM DESCRIPTION:

If the individual is approved as an Apprentice Teacher, the Bureau of Teacher Certification will issue him/her an Apprentice Teacher card, along with a written evaluation explaining what he/she must do next in order to become certified.

The Apprentice Teacher card enables the individual to seek employment in one or more school districts which have advertised vacancies in the field in which he/she has been approved.

If hired, the individual must present the Apprentice Teacher card to the school district. The district superintendent will sign the card and return it to the Bureau of Teacher Certification.

Once the individual is employed, a plan is developed with the school district, and if coursework is necessary, in collaboration with a college.

This plan must be submitted within the first three months of employment as an Apprentice Teacher to the Bureau of Teacher Certification and should show what college courses or in-service courses the candidate will be completing, and a plan for supervision and evaluation (by the school and/or the college) during the apprenticeship. The requirement for student teaching can be satisfied through evaluation of the apprentice teacher's classroom performance.

NUMBER OF CREDIT HOURS TO COMPLETE:

Depending on applicant's status. The student teaching practicum is 300 clock hours.

WHO EVALUATES: LEA and/or IHE, if college courses are involved.

LENGTH OF TIME: The Apprentice Teacher Card is valid for five years, once employment begins. Apprentice teachers have two years to complete of all the requirements, if they are employed full-time (or the equivalent part-time).

The Apprentice Teacher Card can be renewed.

TITLE: Waiver

HISTORY: Since the 1950s.

MOTIVATION: A waiver allows an uncertified person to teach in shortage areas when a local school district, after a bona fide effort, has been unable to fill a position with a certified and qualified candidate.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Shortage areas, such as bilingual and special education.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree.

Qualification in the specialty area to be taught.

Application for a waiver by the local school committee.

PROGRAM DESCRIPTION:

The individual is issued a waiver, but not a teaching credential.

The Bureau of Teacher Certification specifies coursework which must be completed, based upon its review of the applicant's educational transcripts.

The individual must show substantial progress toward completion of regular certification requirements in order to continue in this program.

Typically, a waiver might be issued to individuals who have completed a teacher education program or were certified out-of-state until they can show they have attained the competencies required for certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

For renewal of the waiver, the individual must show substantial progress (usually three courses) toward completing regular certification requirements.

Coursework as prescribed by transcript evaluation.

WHO EVALUATES: State.

LENGTH OF TIME: The waiver is valid for one academic year.

Additional waivers may be requested by the school district if the shortage still exists, without a time limit -- but usually, certification can be obtained within three years.

Some school districts impose a time limit on the number of years a waiver request will be made.

For subsequent waivers to be considered, the teacher must show substantial progress (usually three courses) toward completing regular certification requirements.

TITLE: Internship

HISTORY: Began under revised state regulations, September 1982.

MOTIVATION: For applicants who have not completed a Massachusetts approved or registered education program. This program is not shortage based and interns may be hired, regardless of whether or not a school district has available a qualified, certified teacher who could fill a position.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE or LEA

REQUIREMENTS TO ENTER:

The individual files an application for certification.

The Massachusetts Bureau of Teacher Preparation evaluates and notifies the individual whether he/she is ready to undertake an internship.

The internship may be used in lieu of the previously required completion of a half practicum -- the traditional student teaching experience, which is college sponsored and evaluated.

The Bureau will not approve an applicant as an intern until he/she is no more than two courses away from certification.

For internships sponsored by local school districts, the applicant must find a district willing to accept him/her as an intern.

The school district then registers the applicant with the Bureau as an intern.

This program is often used by already-certified teachers wishing to gain certification in a new subject area and by those certified teachers from out-of-state who are not covered by reciprocal agreements.

MASSACHUSETTS Class G

PROGRAM DESCRIPTION:

The state does not issue the intern a teaching credential, but the individual is permitted to enter the classroom under the internship process.

The school district determines whether the intern will be paid.

If the internship is sponsored by a college, the institution may require the intern to take additional coursework at its option.

Interns must be assigned to teach at least one-fifth of the time of a regular teacher in the local school district.

NUMBER OF CREDIT HOURS TO COMPLETE:

The internship is 300 clock hours (compared to 150 clock hours of a half practicum in a college) of indirectly supervised teaching, sponsored either by a college (for credit) or by a local school district (not for credit).

WHO EVALUATES: The intern will be indirectly supervised by two evaluators:

If college-sponsored, one evaluator comes from the college, one from the local school district;

If district-sponsored, both evaluators are designated by the school district, and may be head teachers, administrators, etc.

LENGTH OF TIME: Not specified.

OTHER: State officials say this is a popular route to certification. It is currently used by persons receiving an estimated 45 percent of all initial certificates issued by the state.

MASSACHUSETTS

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	a/	b/ 5,598	c/ 9,133	c/ 6,880	N/A
Internship program	@ 250+	d/ 169	c/ 45%		
Emergency					
Temporary					
Alternative Route --					
Apprentice Teacher Cards issued	f/ 593	g/ 665	c/ 5-10%		
Fully certified by Certificate Review Panel		65	65	c/ >5%	
Waivers	641	606			
Applicants evaluated	21,632	21,792			
Areas of certification evaluated	41,357	41,465			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	N/A	N/A	60,395	59,517
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

a/ Total 9,845 certificates issued to 5,969 people.

b/ Number of certificates awarded to persons who completed an approved program in Massachusetts (not including those who met requirements on a course-by-course basis. A total of 9,861 certificates issued, including teachers, administrators, guidance counselors, school psychologists, special education.

c/ Total number of certificates issued in each calendar year, including: multiple certificates to persons who were initially certified in more than one teaching specialty area; certificates issued in new specialties to persons who were already certified in the state; and all certificates issued in all educational categories -- to teachers, as well as administrators, counselors, and support staff. The total number of persons initially certified in all categories during calendar year 1989 was 6,174. The number of persons certified in previous years who were issued additional certificates in new areas during calendar year 1989 was 1,691.

d/ Interns working. The actual number of interns was much larger, but cannot be determined; includes only those interns who have not yet completed requirements for certification.

e/ 593 cards issued; 44 working.

f/ Estimated percentages of total certificates issued.

g/ Of these, 57 c [illegible]rently working as apprentice teachers.

Massachusetts Dept. of Education
Bureau of Teacher Preparation
1385 Hancock, St.
Quincy, MA 02169
Attn: Dennis DeCarlo
(617) 770-7529

TITLE: Emergency Certificate

HISTORY: In existence for many years.

MOTIVATION: A local school district must justify on the basis of an emergency shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

A local school district must request and the district, not the individual, is granted an Emergency Certificate.

The district must show the state that it was unable to hire a qualified, certified teacher or substitute teacher.

The district's search must include the use of placement centers at 30 colleges which have teacher education programs and the use of newspaper advertisements.

PROGRAM DESCRIPTION:

NUMBER OF CREDIT HOURS TO COMPLETE:

WHO EVALUATES: LEA.

LENGTH OF TIME: One year.

OTHER: A state official said that issuance is "very rare."

MICHIGAN

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	*1,454		
Internship program					
Emergency	N/A	N/A			
Temporary					
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	N/A	90,250	79,582	80,081
Newly Hired Teachers in Each Year	N/A	N/A	*1,584	N/A	N/A

* New elementary and secondary teachers who had no previous teaching experience, excluding special education.

Michigan Dept. of Education
Teacher Preparation/Certification
P.O. Box 30008
Lansing, MI 48909
Attn: Ghada Khoury
(517) 373-1925

TITLE: Alternative Preparation to Teacher Licensure Program

HISTORY: The 1990 Legislature authorized the Board of Teaching to establish this program. The first 22 candidates begin Aug. 1991.

MOTIVATION: "1) To augment the current high quality teacher corps with individuals whose backgrounds would be especially relevant in today's classrooms, but who might not otherwise seek the preparation needed to be licensed; especially individuals of color.

2) Foster closer relationships between school districts and colleges with teacher preparation programs."

According to the state, "Although Minnesota does not have a shortage of licensed teachers, data on issuance of 'provisional' and 'limited' permits indicate relatively few candidates for certain areas (e.g., special education and bilingual-ESL [English as a second language] positions."

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

K-12, all subject areas.

WHO OPERATES: The Minnesota Board of Teaching approves all alternative preparation programs. A school district, group of schools, or an educational district must be affiliated with a postsecondary institution to offer an alternative preparation program.

REQUIREMENTS TO ENTER PROGRAM:

To participate in the program, a candidate must:

be hired by a school district;

have a bachelor's degree;

pass Pre-Professional Skills Tests in reading, writing, and mathematics;

have experience in a field related to the subject to be taught; and document successful experiences working with children.

PROGRAM DESCRIPTION:

Approved programs have these characteristics:

Staff development conducted by a Resident Mentorship Team made up of administrators, teachers, and postsecondary faculty members.

An instruction phase involving intensive preparation of a candidate for licensure before the candidate assumes responsibility for a classroom.

Formal instruction and peer coaching during the school year.

Assessment, supervision, and evaluation of a candidate to determine the candidate's specific needs and to ensure satisfactory completion of the program.

A research-based and results-oriented approach, focused on skills teachers need to be effective.

Assurance of integration of education theory and classroom practices.

The shared design and delivery of staff development.

NUMBER OF CREDIT HOURS TO COMPLETE:

No credit. Programs may not be driven by credit hours. Upon successful completion, a candidate will have the requirements for a Minnesota initial teaching license.

WHO EVALUATES: The Resident Mentorship Team (classroom teacher, administrator, higher education faculty) must prepare for the Board of Teaching an evaluation report on the candidate's performance.

LENGTH OF TIME: Program is one year in duration (August - June).

OTHER: Only two sites have been approved to offer an alternative preparation licensing program in Minnesota. Since the start of the program in 1991, approximately 40 candidates have participated.

Fellowship awards of up to $5,000 are available to candidates of color, with funds paid over two-year periods.

$50,000 in state appropriations will be used for minority fellowship awards.

MINNESOTA Class F

TITLE: Limited License for Secondary School

MOTIVATION: A local school superintendent must certify the non-availability of a fully certified teacher.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Secondary level in those subjects in which the applicant has had major or minor preparation.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree from an accredited college with adequate preparation in the subjects to be taught.

PROGRAM DESCRIPTION:

If qualified by the standards described above, the individual may be issued a Limited License, and may teach in secondary school departments, four-year secondary schools, junior secondary schools, senior secondary schools, and six-year secondary schools, those subjects in which he/she has had major or minor preparation.

NUMBER OF CREDIT HOURS TO COMPLETE:

8 quarter hours of college credit must have been earned since the last Limited License was issued.

WHO EVALUATES: This license shall be granted by the director of teaching licensure in accordance with criteria established by the Board of Teaching.

LENGTH OF TIME: One year: renewable each year if the holder has completed 8 quarter hours of required college credit.

MINNESOTA

Number of Teaching Licenses Issued

	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program --						
First time license issue, Minnesota & non-Minnesota Initial License		5,638	5,926	4,769	5,575	4,510
Persons who completed an approved program in Minnesota		N/A	3,517	3,550	3,465	3,037)
Internship program						
Emergency		173	147	90	218	100
Temporary						
Alternative Route	18	22				
Other						

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	43,753	N/A	43,101	42,752	42,133
Newly Hired Teachers in Each Year	1,700	1,685	1,554	1,482	1,395

Minnesota Dept. of Education
Personnel Licensing/Placement
Capitol Square Bldg., 550 Cedar
St. Paul, MN 55101
Attn: Richard Simms
(612) 296-7644

MISSISSIPPI **Class B2**

TITLE: Alternate Route Provisional Certificate

HISTORY: The Office of Teacher Certification previously analyzed applicant transcripts and made evaluations compared to requirements in various areas of certification. However, the system was changed and this responsibility was assumed by Mississippi colleges with approved teacher education programs after 1986.

Effective July 1, 1991, candidates must have a degree in the specified area (14 possibilities), must meet required National Teachers Examination (NTE) Communication Skills and General Knowledge scores, must have 2.5 GPA on BS degree with 2.75 GPA in content area. Must pass Content Mastery Examinations for Educators (CMEE) in the specified area.

MOTIVATION: Not specified.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Limited to these 14 areas:

- Art Education
- Business Education
- English
- Home Economics
- Music
- Physics
- Spanish
- Biology
- Chemistry
- French
- Mathematics
- Physical Education
- Social Studies
- Library Media

WHO OPERATES: The Office of Teacher Certification of the Mississippi State Department of Education.

REQUIREMENTS TO ENTER:

Hold a baccalaureate or higher degree from a regionally accredited institution of higher education in the endorsement area in which certification is sought, or in a related area, and which includes specifically required courses.

Have a grade point average (GPA) of at least 2.5 on a 4.0 scale on all course work in a baccalaureate degree; and have a GPA of at least 2.75 on a 4.0 scale on all course wok in the endorsement area in which teacher certification is sought.

Meet minimum score requirements on the subject area examination of the CMEE and meet the minimum score requirements on the communication skills and general knowledge examinations of the NTE.

PROGRAM DESCRIPTION:

Satisfactorily complete the Teacher Education Seminar which includes introduction to MTAI and critical classroom skills. The content of this seminar to be developed by Office of Teacher Certification. This requirement must be met prior to beginning teaching or at the first available seminar date thereafter.

Complete, with a grade of "C" or better, nine semester hours of course work in pedagogy (to include classroom management, teaching/learning styles, and testing and evaluation of student progress and performance). the content of these courses to be developed by Office of Teacher Certification. This requirement must be met before a second certificate will be issued.

Participate in a mentoring program during the provisional period. This mentoring program is being developed and will be required of all alternate route teachers subject to availability.

Standard certification under the alternate route teacher certification program is available to individuals who satisfy these three requirements within three years on issuance of a provisional certificate.

1. Hold a provisional certificate under the alternate route teacher certification program.

2. Successfully complete the provisional period. (This may extend for three years; however, during the first provisional year mastery of 60% of the beginning teacher competencies must be achieved at the prescribed level and during the second year

mastery of 75% of the beginning teacher competencies must be achieved, and by the end of the third year all competencies must be mastered at the prescribed level.)

3. Complete, with a grade of "C" or better, nine semester hours of course work as prescribed by Office of Teacher Certification. This must be completed before a second certificate will be issued.

Special note #1: Once an individual meets the alternate route provisional certification requirements, the time factors begin when that person is employed in a school accredited by the Commission on Accreditation.

Special note #2: Teachers who hold a standard certificate may add other endorsements by meeting the score on the subject area examinations of the CMEE (added endorsement areas are limited to the 14 areas listed as available areas for alternate certification).

NUMBER OF CREDIT HOURS TO COMPLETE:

12 semester hours in courses prescribed by the Office of Teacher Certification from a Mississippi IHE with an approved teacher education program.

All coursework must be completed before a third Provisional Certificate will be issued.

Complete, with a grade of "C" or better, nine semester hours of coursework in pedagogy (classroom management, teaching/learning styles, and testing and evaluation of student progress and performance). The content of these courses will be developed by Office of Teacher Certification. This requirement must be met before a second certificate will be issued.

WHO OPERATES: State Department of Education.

LENGTH OF TIME: Up to three years.

MISSISSIPPI

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	1909	1,987	1,949	1,936
Internship program					
Emergency	N/A	702	787	895	952
Temporary					
Alternative Route	N/A	229	199	201	160
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	35,000	32,900	27,367	26,930	26,214
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

Mississippi Dept. of Education
Teacher Certification
P.O. Box 771
Jackson, MS 39205
Attn: James J. Hancock
(601) 359-3483

TITLE: An Alternative Certification Program

HISTORY: Approved October 26, 1989.

MOTIVATION: To provide entry into the teaching profession by individuals who have not completed a traditional teacher education program and to certificate special assignment teachers.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Secondary level and where there is a critical need as identified by the district and approved by the Department of Elementary and Secondary Education.

WHO OPERATES: Missouri colleges/universities with State approved teacher education programs.

REQUIREMENTS TO ENTER:

Present evidence of employment by a school district in the State of Missouri contingent upon certification prior to acceptance into the Missouri Alternative Certification Program.

A bachelor's degree from a regionally accredited institution in the area of the proposed certificate with a cumulative grade point average no lower than the Missouri requirement for teacher certification (2.5) and a grade point average no lower than 2.5 in the major (teaching) area.

Verify the completion of a general education background satisfactory to the teacher education institution.

Document a minimum of five years of successful employment during which the content of the bachelor's degree major is significantly applied. Documentation shall be defined and required by the college or university offering the Alternative Teacher Certification Program.

Participate in a structured interview selected by the teacher education institution. This interview would assess the candidate's beliefs regarding the nature of teaching, the nature of students and the goals and mission of education as a profession. The interview may be utilized for screening purposes (e.g., The Missouri Pre-Professional Teacher Interview) or for diagnostic and counseling purposes (e.g., The Selection Research, Incorporated Preserve Teacher Perceiver).

Enter into a four-party contract with a higher education institution which has a teacher education program approved by the State Board of Education, with the local school district, and with the Department of Elementary and Secondary Education. This contract (an Alternative Teaching Contract) will permit the candidate to enroll in coursework which will require demonstrated understanding of the following:

1. Adolescent Development.
2. The Psychology of Learning.
3. Teaching Methodology in the Content Area.

This coursework must be completed prior to provisional certification and employment.

PROGRAM DESCRIPTION:

Upon successful completion of the coursework outlined above and upon recommendation of the higher education institution, candidates will receive a two-year provisional certificate. The candidate will:

1. Be assigned a mentor by the school district.
2. Receive follow-up assistance from the higher education institution.
3. Participate in the employing district's professional development program.

4. Successfully participate in the district's Performance Based Teacher Evaluation (PBTE).

Candidates will enroll in 8 to 9 semester hours of professional education coursework no later than the summer following the awarding of the provisional certificate.

Prior to entrance to the second year of the provisional certificate, the candidate must take the appropriate exit test required of all pre-service teacher candidates seeking certification in the state of Missouri. This test, plus the provision outlined in Subsection (G), must be completed successfully prior to moving to a Professional Certificate II (PCII).

Should this not occur within the designated two years, the contract and certificate will be void.

NUMBER OF CREDIT HOURS TO COMPLETE:

18 semester hours.

WHO EVALUATES: IHE and LEA.

LENGTH OF TIME: Two years

OTHER: State officials said that eight IHEs were participating in the program, with at least 23 candidates in training or teaching in Fall 1992.

MISSOURI

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	2,580	3,200	2,750	2,400
Internship program	N/A				
Emergency a/					
Temporary					
Alternative Route b/	23	25			
Other					

Number of Teachers Employed

	1991-1992	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	52,302	52,304	51,361	50,693	49,874
Newly Hired Teachers in Each Year	2,031	c/ 2,376	c/ 2,349	c/ 2,336	c/ 2,295

a/ State does not issue.

b/ State officials estimated that at least 23 candidates were in training or teaching in Fall 1992.

c/ First year teachers who were new to teaching. In addition, there were about 1,800 teachers new to their school districts, including those who were returning to teaching and those who were coming from out of state.

Missouri Dept. of Education
Teacher Ed/Certification
Dept. Elem/Sec Ed.
P.O. Box 480
Jefferson City, MO 65102
Attn: Gloria J. Larivee
(314) 526-3578

TITLE: Class 5 (Provisional) Teaching Certificate (redefined as an Alternate Route)

HISTORY: Enacted 1975, Amended 1976,1978, 1980, 1982, 1984, 1985, 1986.

MOTIVATION: May be issued to applicants who have major preparation toward regular certification, but have minor discrepancies such as lack of recent credits or program deficiencies. Initiated to provide additional avenue for certification for the non-traditional applicant.

SUBJECT AREAS COVERED: Elementary and Secondary Teaching Areas.

WHO OPERATES: Office of Public Instruction, Certification Services.

REQUIREMENTS TO ENTER:

Approval usually depends on the written recommendation of the appropriate higher education official(s) with whom the applicant has outlined a plan of professional intent which commits the applicant to a program leading to regular certification.

Provisional elementary level: Elementary level endorsement is granted to an applicant who submits acceptable evidence of a partially completed elementary education program, provided the individual is not already a regular certified employee of a district where he/she has been under contract as a certified teacher during the last academic year (does not apply to a teacher who is selected for promotion at the same level or to administration within the district.); and the following minimum requirements have been met:

Bachelor's degree.

Minimum of 90 quarter (60 semester) credits of academic preparation in acceptable balance in language arts and literature, history, government and related social science,

mathematics, and any two of the following: art, music, foreign languages, speech, dramatics, library science or health.

Professional preparation to include human growth and development, the teaching of reading or language arts, social science and arithmetic, and student teaching or appropriate intern experiences.

Provisional secondary level: Secondary level endorsement is granted to an applicant who submits acceptable evidence of a partially completed secondary education program, provided the individual is not already a regular certified employee of a district where he/she has been under contract as a certified teacher during the last academic year (does not apply to a teacher who is selected for promotion at the same level or to administration within the district.); and the following minimum requirements have been met:

Bachelor's degree.

Major preparation of at least 45 quarter (30 semester) credits in an area commonly offered in high school programs in Montana and approved by the Board of Public Education for endorsement;

8 quarter (6 semester) credits in a planned program of professional teacher education, and admission to the secondary teacher education program of an accredited college or university.

PROGRAM DESCRIPTION:

The individual must make yearly progress toward completing deficiencies for full certification.

NO. OF CREDIT HOURS TO COMPLETE:

Depends on the college program the individual plans to complete

WHO EVALUATES: The state certification office evaluates for initial certification; the college must verify completion of program before further certification is available.

LENGTH OF TIME: Three years, not renewable.

May be extended up to two years under special circumstances, if an individual provides verification from the school district or college that the special circumstances were not the fault of the individual and were the result of involvement with the district or college.

MONTANA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	State not able to provide any data				
Internship program					
Emergency	7	4			
Temporary	State not able to provide any data				
Alternative Route	State not able to provide any data				
Total Certificates Issued --	* 6,942				

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	** 9,883	** 10,295	** 10,258	9,584	9,659
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

* Includes provisional added endorsements.

**Full-time equivalents (FTEs), not individuals.

Montana Dept. of Education
Teacher Education/Certification
Office of Supt. of Public Instruction
Helena, MT 59601
Attn: Marilyn Roberts
(406) 444-3150

TITLE: Provisional Commitment Teaching Certificate

HISTORY: Effective January 3, 1990.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE and SEA.

REQUIREMENTS TO ENTER:

The holder of the certificate is limited to the school requesting its issuance and may teach only in the subject, subject field, or area of specialization and at the grade level specified.

The individual must:

> Submit a written request for issuance of the certificate from the superintendent or governing body of the local school district;
>
> Have completed at least one-half of the pre-student teaching requirements of an approved teacher education program;
>
> Have fulfilled at least one-half of the requirements for the elementary endorsement or at least three-fourths of the requirements for a subject or non-elementary teaching field;
>
> Submit a statement of intent to fulfill his/her remaining program and endorsement requirements during the period in which the certificate is in effect.

The applicant must have achieved a minimum score on the Pre-Professional Skills Test, unless he/she has previously held a regular, not provisional Nebraska teaching certificate.

The applicant must have completed a qualifying course in human relations training.

After 9/1/92, the applicant must have completed 3 hours of special education.

PROGRAM DESCRIPTION:

While teaching under the Provisional Certificate, the individual must complete 6 semester hours of credit for college coursework which fulfills some or all of his/her remaining program or endorsement requirements.

Each year, the individual must submit a written request for renewal of the certificate from his/her employing school district.

NO. OF CREDIT HOURS TO COMPLETE:

Six (6) semester hours per year toward completing certification requirements.

WHO EVALUATES: IHE and SEA.

LENGTH OF TIME: Valid for one year. Renewable if specified progress toward completion of an IHE teacher education program is being made, but in no event can there be more than two subsequent renewals.

NEBRASKA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	2,000	2,000	N/A	N/A	N/A
Internship program					
Emergency					
Temporary	175	111			
Alternative Route	14	17			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	est. 20,000	20,000	N/A	17,896	17,614
Newly Hired Teachers in Each Year	est. 700	700	N/A	855	767

Nebraska Dept. of Education
Teacher Education/Certification
P.O. Box 94987
301 Centennial Mall Sq.
Lincoln, NE 68509
Attn: Robert Crosier
(402) 471-2496

TITLE: Provisional License

MOTIVATION: Emergency shortages.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA and IHE

REQUIREMENTS TO ENTER:

The local school district superintendent requests issuance of the Provisional License.

PROGRAM DESCRIPTION:

The recipient of the Provisional License must remove all provisions (deficiencies) by one year from the date of issuance.

NUMBER OF CREDIT HOURS TO COMPLETE: Varies for applicants.

WHO EVALUATES: LEA and IHE

LENGTH OF TIME: One year.

OTHER: Officials said the state currently has no way for a person to teach without first completing an approved teacher education program and student teaching.

A Professional Development Degree in Science & Education, offered by the University of Nevada-Las Vegas, is considered to be above a bachelor's but below a master's, but counts for state purposes only as a bachelor's. This degree is designed for persons who already hold a bachelor's degree (not in education), and provides a means for them to complete the required education coursework, including student teaching. A state official said that persons going through this program do not enter a classroom to teach until after they have completed the degree program.

NEVADA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	1,500	1,000	700
Internship program					
Emergency/ Temporary (Provisional)	N/A	N/A			
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	13,027	10,384	9,175	8,699	8,348
Newly Hired Teachers in Each Year	2,643	1,750	931	N/A	N/A

Nevada Dept. of Education
State Mail Room
215 East Bonanza
Las Vegas, NV 89158
Attn: Douglas M. Stoker
(702) 486-6455

ALTERNATIVES FOR CERTIFICATION IN NEW HAMPSHIRE

The New Hampshire State Board of Education recognizes that persons may become qualified as educators through a variety of educational and life experiences.

Therefore, the following alternatives to becoming a certified educator in New Hampshire are made available to applicants.

Alternative 1: Approved Programs in New Hampshire

Alternative 2: States Other Than New Hampshire

Alternative 3: Demonstrated Competencies and Equivalent Experiences

Alternative 4: Individual Professional Development Plan (Restricted)

Alternative 5: Provisional Certification Plan

TITLE: Alternative 5: Provisional Certification Plan

HISTORY: Effective Nov. 20, 1990.

MOTIVATION: Response to growing number of adults who already have a bachelor's degree in a field other than education and who want to become licensed to teach.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Elementary and secondary content areas.

WHO OPERATES: State determines eligibility; LEA recommends candidate for certification.

REQUIREMENTS TO ENTER:

The candidate shall possess a bachelor's degree from an institution approved by the New Hampshire Post Secondary Education Commission or a regional accrediting agency such as, but not limited to, the Northeast Regional Association of Schools and Colleges; and the candidate shall meet one of the following criteria:

a. For secondary education, candidates shall possess the equivalent of a 30 credit collegiate major in the subject to be taught and an overall grade point average of 2.5 or equivalent.

b. For elementary education, candidates shall possess a four-year arts and sciences background, including a major, and an overall grade point average of 2.5 or the equivalent.

An individual who fails to meet the grade point average requirement may still qualify for the provisional certification plan providing:

a. All other requirements are met; and

b. Collegiate graduation occurred more than five years prior to application for the provisional plan, and

c. Five years of occupational experience directly related to the area to be taught is documented.

Candidates who meet the requirements of part (b) of this section shall be issued a letter of eligibility by the Bureau of Teacher Education and Professional Standards (BOTEPS), Division of Standards and Certification. The BOTEPS shall maintain a list of individuals who have been issued letters of eligibility.

Equivalence of credits shall be determined through analysis of such information as number of contact hours, course titles, course syllabi, required projects, and data of official transcripts. The required level of academic performance shall be equivalent to a 2.5 in a 4.0 system and shall be determined by mathematical computation or by analysis of such documents as academic recommendations.

Documentation of experience may consist of, but not be limited to, letters from previous employers, employment contracts and letters of commendation and recommendations from parties knowledgeable about the candidate's background and experience.

PROGRAM DESCRIPTION:

Superintendents or their designees may hire those individuals who possess a letter of eligibility, provided that the employing district agrees to the following conditions:

1. The superintendent or his/her designee shall appoint a mentor teacher or a mentoring team to work with the provisional teacher for at least one school year;

2. The mentor teacher shall receive a minimum of 12 hours training in the mentoring process which shall include, but not be limited to:

    a. theories of adult development and learning models and tools for classroom observation;

    b. techniques for providing feedback to the candidate;

    c. ways of providing emotional support to the candidate;

3. Mentor training shall be provided by the Department of Education or other persons or institutions under contract to the Department;

4. The mentor, building principal, teacher candidate, and others who may be designated by the Superintendent to be responsible for the work of the candidate shall develop the candidate's education plan;

5. The plan shall be comprised of pre-service and in-service components.

6. The pre-service component of the plan shall contain study of the following:

    a. Knowledge of the processes of human growth, development and learning, including the characteristics of the applicable age group;

    b. techniques to determine the learning needs of students;

    c. techniques for using available resources to meet those needs;

    d. techniques for establishing orderly classroom routines;

7. An assessment of the candidate's background may determine that some or all of this study has been completed prior to employment.

8. The superintendent shall file with the BOTEPS a copy of the completed pre-service education program and a description of the candidate's teaching assignment. The Superintendent shall include a statement in which he/she testifies to the fact that pre-service training has been completed.

9. The in-service component of the plan shall be completed during the first year of service and address requirements as deemed necessary by an assessment of the candidate's previous training and experience.

10. The in-service education plan shall be developed and filed with the BOTEPS prior to the teaching assignment. The in-service education plan may be modified by those responsible for the work of the candidate, but any modifications shall be filed with the BOTEPS.

11. The pre-service and in-service components of the candidate's education program shall provide for performance evaluations, which may be the same as that used for other staff, and performance evaluations shall be filed with the BOTEPS.

12. The superintendent may request an extension of time for the completion of the education plan from the Commissioner of Education citing the reasons for such as request. An extension shall be for no longer than one year.

13. Any incomplete plan shall be terminated and the candidate's employment shall be terminated at the end of the extension year. Extensions may granted for reasons such as but not limited to ill health or unavailability of coursework.

14. Upon completion of the in-service component of the plan, the Superintendent shall submit to the Director, Division of Standards and Certification a statement verifying that all portions of the in-service plan have been implemented by the

district and satisfactorily completed by the candidate. This statement shall include a recommendation for certification. A positive recommendation shall not obligate a school district to continue the employment of a candidate.

15. Failure by a candidate to complete the in-service component shall result in a negative certification recommendation.

16. Upon receipt of the completed plan and the superintendent's positive recommendation, the Director, Division of Standards and Certification, or his/her designee, shall issue a beginning educator certificate.

17. Costs of the Provisional Certification Plan shall be borne by the candidate unless such expenses are otherwise provided.

NUMBER OF CREDIT HOURS TO COMPLETE: N/A

WHO EVALUATES: State and LEA

LENGTH OF TIME: One year.

TITLE: Alternative 4: Individual Professional Development Plan (Restricted)

HISTORY: New Hampshire Code of Administrative Rules, effective Nov. 1, 1989.

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

WHO OPERATES: State

REQUIREMENTS TO ENTER:

Employment in the area for which certification is sought and a bachelor's degree from a college or university approved by an accrediting agency or state with a collegiate major area of study compatible with the prospective teaching assignment.

PROGRAM DESCRIPTION:

In mid-summer, the state conducts two surveys, one of school district superintendents to see if they are having difficulty employing teachers in any areas; the other of colleges with teacher training programs to determine the number of graduates they are producing.

Because numbers of teachers have been recently laid-off, officials said they did not expect shortages to be shown, but this would not be known until the surveys are completed.

On the basis of these data, the state decides if there are critical needs and, if so, in what areas, and prepares a list of specialties needed.

An LEA can request a letter of eligibility to employ a candidate on the basis of his or her background or potential.

The LEA assigns a mentor to monitor and develop a Professional Development Plan for the teacher -- giving him or her three years to complete; the teacher is also given assessments on the basis of competencies.

The teacher may be required to complete additional preparation at a ollege, but in one Pool Expansion Plan, non-college credit training is provided on the campus of Plymouth State College.

NO. OF CREDIT HOURS TO COMPLETE: N/A

WHO EVALUATES: State

LENGTH OF TIME: Three years from the time the Professional Development Plan is approved.

TITLE: Conversion Programs

HISTORY: The New Hampshire Code of Administrative Rules, effective Nov. 1, 1989.

MOTIVATION: "Conversion programs shall be specifically designed to prepare for teacher certification persons who hold baccalaureate degrees."

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

Programs must meet the following criteria:

Responsibility for assuring the quality of programs will be centralized in a single specifically designated administrative unit.

Conversion programs shall be consistent with the philosophy and objectives upon which all other education programs are based. Data should be available to indicate that consistency exists.

One person shall be responsible for coordinating conversion programs within each administrative unit.

There will be published criteria for admission to the program.

Life experience may be accepted by the institution subject to the following provisions:

1. No more than one-third (1/3) of the total work required for any individual conversion program may be satisfied by life experience.
2. A system for evaluation of life experience shall assure that:

a. experience is related to specific areas in general education, professional education, or specialty area competency. These are listed in Ed 609, 610, 611 and 612.

b. documentation must be provided for any life experience.

PROGRAM DESCRIPTION:

STANDARDS FOR CONVERSION PROGRAMS

The program involves individuals being given transcript evaluation by an IHE, which determines coursework and student teaching which must be completed. Conversion programs are approved by the State Department of Education.

Student Teaching. Student teaching procedures must conform to the following.

1. Any student admitted to student teaching must be competent in the basic skills of reading, writing, and mathematics according to the same criteria established for the school's undergraduate programs.

2. Student teaching or other major practicum must meet all the provisions of Ed 610.07.

Previous Collegiate Training. A process must exist to assure that any previous collegiate training is consistent with recent developments in general education, professional education, and any specialty area.

Counseling and Advising Students. Advisors must assist students in structuring individual programs designed to maximize strengths, overcome weaknesses, and reflect attention to a variety of backgrounds and potential.

NO. OF CREDIT HOURS TO COMPLETE:

Varies according to background and training.

WHO EVALUATES: College officials.

LENGTH OF TIME: Varies.

TITLE: Emergency Permission to Employ

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree.

The local school district must request because of emergency need.

PROGRAM DESCRIPTION:

The individual has one year in which to become certified. This letter may not be renewed.

The individual may be observed and evaluated in the classroom, in lieu of student teaching, if the college chooses to do so.

NO. OF CREDIT HOURS TO COMPLETE: N/A

WHO EVALUATES: N/A

LENGTH OF TIME: One year.

TITLE: Alternative 3: Demonstrated Competencies and Equivalent Experiences

HISTORY: New Hampshire Code of Administrative Rules, effective Nov. 1, 1989.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified

WHO OPERATES: State

REQUIREMENTS TO ENTER:

No transcript analysis.

Individual must pass written and verbal tests, showing the same level of competencies required of a beginning teacher who has been through a teacher education program.

PROGRAM DESCRIPTION:

The state agency sets up a half-day verbal interview by three board examiners -- a state officer and two specialists in the subject field: a college professor in teacher education, a certified teacher in the subject area, and/or a subject area consultant.

The examiners may recommend to the state that the individual be licensed if he or she has the same beginning level of competency as a traditionally trained teacher (but a state official did not consider this likely for someone with no teaching background).

NO. OF CREDIT HOURS TO COMPLETE: Not applicable

WHO EVALUATES: State

LENGTH OF TIME: Not applicable.

NEW HAMPSHIRE

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program *	983	2,134	2,031	2,092	1,645
Internship program					
Emergency	N/A	62	72	132	114
Temporary					
Alternative Route --					
Alternative # 2 & #3 */**	N/A	251	292	381	356
Alternative #2	870				
Alternative #3 *	97				
Alternative #4 *	182	187	196	214	152
Alternative #5 *	22	N/A			
Other -- Permission to Employ	44				

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	10,879	10,519	N/A	10,442	10,363
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	956

* These numbers do not reflect individuals, since teachers may received second endorsements for new, additional specialties through the approved program route, or through Alternatives 3, 4, and 5.

** Includes persons certified after completing written or verbal tests and persons who were licensed under an interstate agreement after completing an approved teacher education program in another state.

New Hampshire Dept. of Education
Office of Teacher Education
410 State House Annex
Concord, NH 03301
Attn: Joanne Baker
(603) 271-2407

TITLE: Provisional Teacher Program

HISTORY: Adopted by the State Board of Education in Sept. 1984.

MOTIVATION: To provide an alternate route for applicants who have not completed professional education in a traditional teacher training program.

"The point of the alternate is to put stronger teachers in classrooms."

New Jersey actively recruits "potential teaching talent" and assists persons who get a "Certificate of Eligibility" to find a position in schools where vacancies exist.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

All, except special education.

WHO OPERATES: LEAs, in conjunction with colleges of education, with coordination provided by the State Department of Education.

REQUIREMENTS TO ENTER:

To be eligible for employment in a provisional teacher program, applicants must present completion of the following:

1. Bachelor's degree from an accredited institution.

2. For secondary candidates: a major in the subject teaching field (e.g. English, mathematics). For elementary candidates: a major in the liberal arts or sciences.

3. Test requirement -- Applicants for certification in a subject teaching field must

pass the appropriate Specialty Area test of the NTE. Applicants for certification in elementary education must pass the NTE General Knowledge test of the Core Battery. Candidates in the following subject teaching fields available through the Alternate Route are exempt from the NTE: foreign languages other than

French, German, and Spanish; earth science; health education; and psychology.

Upon completion of the three requirements, a candidate receives a Certificate of Eligibility, which provides the opportunity to seek employment through the Provisional Teacher Program.

When offered employment, applicants are advised of documents required before a provisional certificate can be issued. A provisional certificate is required to legalize employment during the one-year Provisional Teacher Program.

PROGRAM DESCRIPTION:

Provisional teachers attend a program of formal instruction that takes place concurrently with employment during the first year. This instruction supplements a program of on-the-job mentoring, support, and evaluation, aimed at developing and documenting the teacher's instructional competency.

Formal instruction consists of approximately 200 hours of study in essential professional knowledge and skills. It is presented after school or on Saturdays at a district-operated or state-operated training center.

Mentoring is provided by a support team arranged by the local district and comprised of the school principal, an experienced mentor teacher, and other professionals, as determined by the district.

After successful completion of the program, provisional teachers are eligible for regular certification in the teaching area(s) listed in the

Statement of Eligibility. Certificates are issued in subject teaching fields (N-12), and elementary education (N-8).

NO. OF CREDIT HOURS TO COMPLETE:

Approximately 200 clock hours of instruction and one year of classroom competency development.

WHO EVALUATES: Evaluations are conducted by the school principal and one other certified supervisor. The teacher is evaluated on at least three occasions during the initial year. The first two evaluations are used to aid the teacher's development.

The third and final evaluation is conducted after the provisional teacher has completed 30 weeks of full-time teaching. This last evaluation will contain the principal's recommendation regarding certification. Recommendations for standard certification are made by the principal, in consultation with the support team and are submitted for final action to the State Board of Examiners.

LENGTH OF TIME: One year.

NEW JERSEY

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	3,992	3,538	2,585	2,988
Internship program					
Emergency	0	0	0	0	0
Temporary					
Alternative Route*					
Provisional	N/A	483	511	349	312
Regular	N/A	492	474	397	148
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	79,886	79,597	79,698	78,335
Newly Hired Teachers in Each Year	N/A	4,112	4,433	4,916	4,454

* The first row of numbers are the numbers of provisional certificates issued to persons when they began the alternative program; the second row of numbers are the numbers of regular certificates issued in each year to persons who entered the alternative program under provisional certification in any prior year.

New Jersey Dept. of Education
Office of Teacher Certification
CN 503
Trenton, NJ 08625-0503
Attn: Leo Klagholz
(609) 292-2045

TITLE: Alternative Licensure

HISTORY: Regulation adopted by the State Board of Education. Effective July 1, 1986. It applies to alternative programs for educator preparation and to distinguished scholars who have not completed educator preparation programs.

MOTIVATION: Expand the pool of qualified teachers.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA in collaboration with IHEs and State Department of Education.

REQUIREMENTS TO ENTER PROGRAM:

The local school district submits a proposal for an alternative licensure program, listing the individual's qualifications, how he/she will be evaluated and how often, and how he/she will be supervised and by whom.

Any proposal for approval of an alternative licensure program must be a collaborative effort based upon the initiative of a local school board or the governing authority of a private school, the colleges and universities, and the State Department of Education and may be in cooperation with business and other appropriate agencies. The State Superintendent of Public Instruction, in cooperation with the local school board or governing authority of a private school requesting approval of an alternative licensure program, must conduct an annual evaluation to assess the effectiveness of alternative programs.

PROGRAM DESCRIPTION:

The local district prepares a professional growth plan

The individual must meet the school district requirements, which might include attending courses or workshops.

The individual can complete the license, based on the district's recommendation.

At the end of the year, the school district verifies that the individual has met the required competencies.

The school district may recommend the individual for another one-year license.

The school district may use head or master teachers and other methods in the program.

Candidates must take the NTE core battery.

The only instance in which an individual can receive a Level 1 three-year license is by completing course requirements for an education program.

NO. OF CREDIT HOURS TO COMPLETE: Varies.

WHO EVALUATES: LEA

LENGTH OF TIME: One year.

TITLE: Distinguished Scholar Program

HISTORY:

MOTIVATION: To enable experts, such as artists and scientists, to bring their knowledge into public schools.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

WHO OPERATES: LEA in collaboration with State Department of Education.

REQUIREMENTS TO ENTER PROGRAM:

The local school district requests issuance of the license.

The district must verify that the individual meets state board requirements.

The superintendent of the local school district or private school authority must:

1. Outline the qualifications and related experience of the person being recommended;
2. Describe the structured support system for the person which will be implemented;
3. Describe the evaluation system for the person which will be utilized; and
4. Describe the benefits to the instructional program that the person will contribute.

Persons recommended for the Distinguished Scholar program must successfully complete the Core Battery of the NTE.

PROGRAM DESCRIPTION:

The school district requests a one-year license and must do so each year.

This credential does not lead to regular certification unless the individual switches to the Alternative Licensure Program.

No additional coursework is required.

NO. OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: LEA

LENGTH OF TIME: One-year license requested each year by LEA.

NEW MEXICO

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	1,900	*	1,500		
Internship program **					
Emergency / Temporary	1,215	1,423	N/A	1,373	524
Alternative Route	552	80	N/A	9	

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	17,155.2	*	16,157	15,669	15,175
Newly Hired Teachers in Each Year	approx. 270	*	1,483	667	552

* A state official said, "Numbers for 1990-91 have not been compiled by our Evaluation Unit."

** Included in Alternative Route figures.

New Mexico Dept. of Education
Teacher Education/Licensure
Professional Dev/Education Bldg.
Santa Fe, NM 87053
Attn: Marilyn Scargall
(505) 827-6728

TITLE: Internship Certificate

HISTORY: In effect for 27 years.

MOTIVATION: To enable persons to teach during and as a part of their program of study for any graduate program leading to certification which includes an internship experience.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: IHE and LEA

REQUIREMENTS TO ENTER PROGRAM:

A bachelor's degree in an appropriate field.

The individual applies for admission into an approved master's degree program in teacher education.

The college then places the individual in a teaching position in a local school district.

The college applies to the state for issuance of the certificate, which is for the individual's specific school assignment.

PROGRAM DESCRIPTION:

When the state issues the certificate, the individual pursues his/her course of study for the master's degree.

The amount of actual classroom teaching the individual will do -- under the supervision of a master teacher -- is determined by the participating college.

A state official said the intern would not take the place of a regular, certified, full-time teacher.

The certificate enables the individual to be paid wages for the teaching he/she does.

Upon successful completion, the individual may be recommended by the college for issuance of a Certificate of Qualification, valid for five years. This makes the individual eligible for employment as a teacher, at which time a Provisional Certificate is issued. After completing two years of teaching, the individual is eligible for a Permanent Certificate.

NUMBER OF CREDIT HOURS TO COMPLETE:

Determined by the college and approved by the state, but sufficient for the award of a master's degree.

WHO EVALUATES: IHE and LEA

LENGTH OF TIME: The degree program may last two years.

OTHER: Since 1987, New York has had a voluntary Mentor-Intern Program, in which a local school district may voluntarily participate. A school district provides support for a beginning teacher by assigning him/her a veteran teacher -- other than his/her supervisor -- to provide guidance. The mentor must be paid release time for performing this additional service. Effective in 1993, state regulations provide for a new mandatory, one-year paid internship, under a mentor teacher's supervision, for all beginning teachers. Specific regulations for that program have not yet been developed.

TITLE: Temporary License

HISTORY: Since 1987.

MOTIVATION: When no certified and qualified teacher is available after extensive and documented recruitment.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All.

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

Request from the school district superintendent.

A bachelor's degree.

The local school board draws up a four-year plan for staff development and professional support for the uncertified teacher. This plan must include assurances that an individual who has no previous teaching experience will work under the guidance of a permanently certified mentor teacher, who will be given either a 20 percent reduction in assignment or additional compensation. The uncertified teacher will spend 20 percent of his/her assignment in planning, preparation, and training.

The individual will be enrolled in an approved college teacher education program leading toward certification -- beginning the semester following employment.

PROGRAM DESCRIPTION:

The individual may substitute one year of full-time teaching for the student teaching requirement.

The individual must complete required coursework in an approved college teacher education program.

The individual must achieve the set scores on the NTE core battery test.

The individual must complete an approved two clock hour course in the identification and reporting of suspected child abuse or malnutrition.

NUMBER OF CREDIT HOURS TO COMPLETE:

Must fulfill all requirements for a Provisional Certificate within three years:

> For elementary -- 24 semester hours of professional education, including 6 hours in reading, and student teaching;
>
> For secondary -- 12 semester hours of professional education, plus 24 to 36 semester hours in subject content coursework, and student teaching.

The individual may substitute one year of full-time teaching for the student teaching requirement.

WHO EVALUATES: The State evaluates the request and approves deficiencies.

LENGTH OF TIME: Valid for one year; renewable up to three times; individual must fulfill all requirements for a Provisional Certificate within three years.

TITLE: Transcript Analysis

HISTORY: In effect for more than 60 years.

MOTIVATION: To enable persons who have not completed a state-approved teacher education program to attain certification.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

Applicants submit an application, fee, and official transcripts of collegiate-level study for evaluation.

PROGRAM DESCRIPTION:

If the applicant's study and experience meet state requirements, the appropriate certificate is issued.

If there are deficiencies, the applicant is so informed, and must complete those requirements before a certificate may be issued.

Evaluation is conducted by the State and Regional Certification Offices, but certificates are actually issued only by the State.

NUMBER OF CREDIT HOURS TO COMPLETE: Varies for certificate titles.

WHO EVALUATES: State or Regional Certification Centers.

LENGTH OF TIME: Varies for applicants, according to deficiencies.

TITLE: Visiting Lecturer

HISTORY: Available since about 1960.

MOTIVATION: To supplement a local school district's regular program of instruction.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER PROGRAM:

Applicant must have unusual qualifications and expertise in a specific subject area.

Examples of persons who have received Visiting Lecturer credentials include college professors and ballet dancers. A state official said this credential is used for persons "with specific expertise, not found in the teaching population."

PROGRAM DESCRIPTION:

The individual works under the general supervision of a certified teacher.

The individual does not replace a regular, certified, full-time teacher.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable

WHO EVALUATES: LEA.

LENGTH OF TIME: Valid for one year.

NEW YORK

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	10,610	8,938	7,655*	7,487	7,556
Internship program	309				
Emergency		1,650	~1,500	1,599	1,567
Temporary	8,452				
Alternative Route					
Other -- Transcript evaluation	10,228	8,522	~8,088*	8,260	7,928

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	180,274	186,205	172,400	174,216	171,521
Newly Hired Teachers in Each Year	3,100	5,651	4,732	5,652	4,888

Note: All state figures are for Certificates of Qualification, the first credential issued to an individual, and do not include Provisional or Permanent Certificates issued. In addition, the state may back-date credentials from one year to another for various reasons.

New York Education Department
Office of Teaching
Cultural Ed. Center
Rm. 5A11 Rockefeller Empire
Albany, NY 12230
Attn: William Assini
(518) 474-6440

TITLE: Modified Certification Plan

The state legislature provided for enhancing flexibility and accountability in education programs when it passed the School Improvement and Accountability Act of 1989. In May, 1990, the State Board of Education adopted a new policy, the Modified Certification Plan, which would be applicable to "add-in" certification (an already-certified teacher obtaining a second endorsement to teach outside his/her subject field), and Lateral Entry Certificate holders. The Board decided that individuals could meet state-required competencies by means other than completion of an approved college teacher education program. A local school district would propose a plan for certifying that the individual had attained the required competencies in all categories specified by the Board for each area of certification. Although it would be possible for an individual to be assessed and be found to already possess all of the required competencies -- without completing either college coursework or professional development training -- a state official said this was unlikely. In each school district plan, the district must show that it will collaborate with a college, if that is appropriate, and propose a professional development plan. If collaboration with a college is not possible, the school district must explain why it is not possible.

A state official said there have been problems with the existing Lateral Entry program, because in some cases no college was located near the school district, while in other cases, the college did not offer the necessary courses at a time when a working, full-time teacher could attend. The Board approved the Modified Certification plan for use, effective with the 1990-91 school year. Local school districts may seek certification via this method for individuals if the district has been approved for a certification waiver under state legislation, with a special stipulation. The special stipulation is interpreted to mean that such individuals must acquire certification utilizing the Modified Certification Plan.

HISTORY: Modified Certification Plan adopted May, 1990.

MOTIVATION: To provide teachers where shortages exist; to provide preparation programs in local school districts which are not close to IHEs with approved teacher education programs.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Major areas for which the state has established certification

WHO OPERATES: LEA.

REQUIREMENTS TO ENTER:

A bachelor's degree.

Application is limited to those individuals who have been selected for employment by a North Carolina school system.

Joint application by the individual and the employing school system with complete documentation of all supporting credits, experience, test scores and other pertinent information.

Only degrees and credits from regionally accredited institutions will be acceptable.

The National Teacher Examination (NTE) Specialty Area Exam must be successfully completed on the next available test date.

The local school district must submit to the state a plan to enable the individual to attain the required competencies, either through college coursework or professional development training.

The school district must also apply to the state for a waiver of regular teacher certification requirements.

PROGRAM DESCRIPTION:

The local school district may propose a plan to enable the individual to attain the required competencies either by completing coursework at a college or through professional development training.

Upon successful completion of the plan, the school district would verify the individual's competencies and recommend certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

The individual could be required to complete professional development training instead of college coursework.

WHO EVALUATES: LEA

LENGTH OF TIME: The individual has five years to complete requirements under the plan.

TITLE: Lateral Entry Provisional Certificate

HISTORY: Effective July 1, 1985.

MOTIVATION: The 1984 session of the North Carolina General Assembly approved an amendment, stating that: "It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled professionals from the private sector."

The State Board of Education has adopted policies to implement lateral entry which limits such certification to individuals who have been selected for employment by a North Carolina school system.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Major areas for which the state has established certification

WHO OPERATES: IHE; under the Modified Plan, the LEA.

REQUIREMENTS TO ENTER:

A bachelor's degree.

Application for Lateral Entry Certification is limited to those individuals who have been selected for employment by a North Carolina school system.

Application for certification must be a joint application by the individual and employing school system with complete documentation of all supporting credits, experience, test scores and other pertinent information.

Only degrees and credits from regionally accredited institutions will be acceptable.

The class of Lateral Entry Certification will be the same as that issued to regular teacher education program graduates based on the degree(s) held and the major area of study completed.

Application for certificate may be filed by an individual who has satisfied all major degree requirements but may still have some minor deficiency or technical requirement to be satisfied. Shortage may not exceed 6 hours and must be satisfied prior to beginning of following fiscal year.

The National Teacher Examination (NTE) Specialty Area Exam must be successfully completed on the next available test date.

PROGRAM DESCRIPTION:

The individual must complete professional education and/or other requirements for clear certification through an approved teacher education program at a participating college.

This work must be completed at a minimum rate of 6 semester hours per year with all requirements completed within five years

The college will file a recommendation for certification upon completion of the teacher education program.

The NTE Professional Knowledge Exam must be successfully completed prior to a certification recommendation by the college after completion of the professional education and/or other certification requirements.

Evaluations for clear certification for Lateral Entry teachers should be completed by a North Carolina institution with an "approved" teacher education program in the certification area.

Such evaluations should reflect appropriate knowledge and skill from previous training and experience as it relates to the competencies specified for the various areas of certification.

Successful teaching experience in the program for initially certified personnel will be accepted for the student teaching requirement.

Other appropriate professional training activities in this program must be reflected in the evaluation for full certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

Six semester hours must be completed each year.

WHO EVALUATES: IHE.

LENGTH OF TIME: One-year certificate, renewable upon completion of experience and credit requirements.

The individual has five years to complete all of the required competencies.

Two years of successful experience and successful completion of the Initial Certification Program (ICP) are required of all Lateral Entry certified teachers to convert to a Continuing Certificate.

NORTH CAROLINA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program *	N/A	2,689	2,509	2,143	2,090
Internship program					
Emergency					
Temporary	3,365	3,219	3,660		
Alternative Route --					
Lateral Entry	322	432	318	243	297
Modified Certification	3	0			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	75,102	68,492	67,528	66,877	64,108
Newly Hired Teachers in Each Year	7,400	5,940	6,373	7,170	6,498

* Graduates of approved programs in North Carolina IHEs.

North Carolina Dept. of Public
Instruction
Division of Teacher Education Services
114 West Edenton St.
Raleigh, NC 27611
Attn: Van Brock Murray
(919) 733-4125

TITLE: Emergency License

HISTORY:

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State Department of Public Instruction

REQUIREMENTS TO ENTER PROGRAM:

The local school district requests issuance of the Emergency License, certifying that it is improbable that a regularly certified teacher can be employed, and stating its intent to offer the applicant a contract if the certificate is issued.

A bachelor's degree in area to be taught.

The applicant must have proficiency in the area to be taught.

PROGRAM DESCRIPTION:

For an individual to continue teaching under an Emergency License, the school district must show that it is unable to obtain a certified teacher for the position.

The individual must also continue college study, showing required progress toward completing the requirements for regular certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

At least 8 semester hours or 12 quarter hours from a college approved teacher education program.

Additional college credit in area of study, leading to regular certification.

WHO EVALUATES: Director of Teacher Certification.

LENGTH OF TIME: One year.

Approval of a renewal request depends on supply of and demand for the teacher, as evidenced by documented efforts by the school district to obtain a certified teacher for the position.

Renewal is also contingent on completion by the individual of at least 8 semester hours or 12 quarter hours of additional college credit in the area of study, leading to regular certification.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	966	900	1,050	1,000	1,000
Internship program					
Emergency	4	8	5	2	4
Temporary					
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	8,711	8,454	8,707	8,666	8,594
Newly Hired Teachers in Each Year	301	257	266	282	271

North Dakota Dept. of Education
Teacher Education/Certification
Dept. of Public Instruction
State Capitol
Bismarck, ND 58505
Attn: Ordean M. Lindemann
(701) 224-2264

TITLE: Internship Certification Program

HISTORY: This program was mandated under an omnibus education reform bill, effective Oct. 1989. Standards were adopted in June 1990. The program was effective Fall 1990.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: Secondary school subjects only.

WHO OPERATES: LEA jointly with IHE when Internship Certification Program has been approved by the Department of Education.

REQUIREMENTS TO ENTER:

The candidate may receive a contract from an approved district if he/she:

Holds a bachelor's degree;

Has completed a major in a high school teaching subject;

Has three years of related work experience in the subject.

PROGRAM DESCRIPTION:

The candidate may receive an Internship Certificate if he or she successfully completes general knowledge and subject content portions of the NTE and completes 6 semester hours of pre-service course of study in the principles and practices of teaching.

The individual then:

enters the classroom to do full-time teaching, is mentored, evaluated, and supervised by the school district and the college; low ratio of mentoring -- 1 to 5;

must complete 12 additional semester hours in principles and practices of teaching within a two-year period while teaching full-time;

must receive a satisfactory teaching evaluation and a satisfactory score on the professional knowledge portion of the NTE.

The school district can then recommend certification, and the individual can be certificated as a four-year Provisional Teacher -- the initial certificate issued to all beginning teachers.

NUMBER OF CREDIT HOURS TO COMPLETE:

Up to two years to complete a total of 18 hours of professional education coursework, including 6 semester hours of pre-service and 12 semester hours of in-service course work.

WHO EVALUATES: The LEA reports annually to the State Department of Education.

The State Department of Education reports to the state legislature every three years.

The State Department of Education conducts an on-site evaluation of the local school district every five years.

LENGTH OF TIME: One year, renewable one time.

OTHER: According to state officials. two districts were approved during the program's first year, but no candidates participated. In the program's second year, three districts were expected to be approved, and some candidates were expected to participate.

OHIO

Class H

TITLE: Temporary Teaching Permit

HISTORY: Legislation passed in 1989 -- a two-year pilot program starting in fall 1990. Twelve school districts were identified for the program during school years 1990-91 and 1991-92.

MOTIVATION: Pilot.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not Specified.

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree or five years of work experience related to the teaching area.

Major in the teaching subject.

PROGRAM DESCRIPTION:

The individual can teach up to six hours per week in the classroom.

The local school district can use the permit to obtain the teacher as a volunteer, or in a business-industry related or paid position.

The teacher is to be highly supervised.

Pilot in 12 local school districts for two years.

NUMBER OF CREDIT HOURS TO COMPLETE: N/A

WHO EVALUATES: State Department of Education reports to legislature.

LENGTH OF TIME: Two years.

Number of Teaching Certificates Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	7,804	7,547	7,300	6,600	5,850
Emergency					
Temporary					
Alternative Route --					
Internship Certification	0	0			
Temporary Teaching Permit	* 7	0			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	111,900	110,411	113,711	100,829	99,641
Newly Hired Teachers in Each Year	N/A	4,231	4,068	4,133	6,703

* A two-year pilot program beginning in Fall 1990. Twelve school districts were identified for the program during school years 1990-91 and 1991-92.

Ohio Dept. of Education
Teacher Education/Certification
Ohio Dept. Bldg., Room 1012
Columbus, OH 43266
Attn: John Nichelson
(614) 752-9447

TITLE: Alternative Placement Program

HISTORY: Passed by the state legislature in 1991, this program replaced the Alternative Certification Program enacted in 1990.

MOTIVATION: To meet real and predicted teacher shortages and expand the areas in which degreed, but non-certified, individuals possessing exceptional expertise can become certified.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Elementary-Secondary (grades K-12); Secondary (grades 7-12); Vocational-Technical.

WHO OPERATES: Operated under guidance from the State Board of Education through the Professional Standards Section of the State Department of Education.

REQUIREMENTS TO ENTER PROGRAM:

Pre-requisites: Prior to beginning work, an individual must meet the following conditions:

1. Hold a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education;

2. Have completed a major in a field that corresponds to an area of specialization for an elementary-secondary, secondary, or vocational-technical certificate;

3. Have passed the curriculum examination(s) in the area(s) of specialization for which certification is sought;

4. Have provided documentation of at least two years of work experience which is related to the subject area of specialization if the person has only a baccalaureate degree with no postbaccalaureate work in a related area. The State Board of Education may grant an exception to a person based on that person's ability to demonstrate specific competency in a subject area of specialization.

5. The applicant must declare the intent to earn a Standard Certificate in not more than three years;

6. Have on file with the Director of Teacher Education at an Oklahoma IHE a plan for meeting standard certification requirements within three years; and

7. File appropriate application and fee with the Professional Standards Section of the State Department of Education.

PROGRAM DESCRIPTION:

In addition to meeting the prerequisites, the applicant must never have been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools, or the Oklahoma State Board of Education, nor have enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of such a program.

Qualified applicants must either present a document from an accredited public school district in the state offering employment in the area of specialization for which certification is sought on condition that the person shall enroll in an Alternative Placement Program approved by the State Board of Education or declare the intention to seek empoyment as a teacher at an accredited public school district in the state. Applicants will then be issued a "certificate of qualification" which is valid only for the employing district and which has a one-year validity.

Applicants who have no previous teaching experience must participate in the Entry-Year Assistance Program with the same duties and responsibilities as other Entry-Year Assistance participants.

Participants will have three years in which to complete a block of 18 semester hours of professional education. The required hours may be reduced proportionately by either advanced degrees, work experience, or a combination of both. In no instance, however, will the required number of hours be reduced to less than 6 semester hours.

The "certificate of qualification" is valid for one year, but can be renewed by presentation of documentation of renewed employment in the same area of specialization and verification, from a teacher education institution, of satisfactory progress in the appropriate Alternative Placement Program. The program waives requirements of pre-student teaching field experiences, as well as student teaching.

NUMBER OF CREDIT HOURS TO COMPLETE:

A maximum of 18 semester hours of professional education courses are required for completion.

WHO EVALUATES: Evaluation of credentials presented in this program are conducted by the Professional Standards Section of the State Department of Education.

LENGTH OF TIME: Participants have a maximum of three years to complete the requirements for standard certification.

TITLE: Emergency & Provisional Certificates -- Alternative Certification

HISTORY:

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Critical shortage in specialty field identified through a supply and demand analysis by State Department of Education.

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

An individual must:

Have a bachelor's degree in an academic field of critical shortage;

Have completed a minimum of 24 semester hours of coursework, defined in an approved teacher education program;

Fulfill admission requirements for a college teacher education program;

Have developed a plan for meeting minimum standards for a standard certificate;

Pass teacher certification tests in the teaching field;

Have been offered a teaching position.

PROGRAM DESCRIPTION:

The individual must complete a four phase program while employed in a teaching position:

Academic Year	Certificate	Professional Education Requirements
Phase 1	Emergency Certificate issued	Enroll for a minimum of 4 semester hours in-service teaching experience with IHE; Complete 9 semester hours professional education; Participate in Entry-Year Assistance Program.
Phase 2	Emergency Certificate reissued	Complete 8 hours of professional education
Phase 3	Provisional I Certificate	Renewable one time
Phase 4	Provisional Level II Certificate	Two years; renewable one time

NUMBER OF CREDIT HOURS TO COMPLETE:

Phase 1 -- Minimum of 4 semester hours of in-service supervised teaching experience with IHE and 9 semester hours of professional education.

Phase 2 -- Completion of 9 hours of professional education coursework.

Phase 3 -- Completion of 9 hours of professional education coursework.

WHO EVALUATES: State Department of Education

LENGTH OF TIME: Up to 8 years.

OKLAHOMA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	* 13,021	21,036	22,510	21,883	18,934
Internship program					
Emergency	379	281	231	398	373
Temporary					
Alternative Route **	17	0	1	2	3
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	43,069	36,822	35,590	34,707	34,515
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

* Covers only July 1991 through Apr. 1992.

** The "older" alternative route -- Emergency and Provisional Certificates. The Alternate Plan was passed by the Legislature in April, 1990 and was changed again in 1991.

Oklahoma Dept. of Education
Professional Standards Section
Teacher Education/Certification
2500 N. Lincoln Blvd., Room 211
Oklahoma City, OK 73105
Attn: Jan Wilson
(405) 521-3337

TITLE: Interim Teacher Certificates

HISTORY: Adopted by the Teacher Standards and Practices (TSPC) Commission in 1986.

MOTIVATION: An Interim Teacher Certificate may be issued when there are insufficient applicants in an endorsement or in a region of the state.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Handicapped learner, severely handicapped learner, vision impaired, speech impaired, hearing impaired.

WHO OPERATES: Teacher Standards and Practices Commission

REQUIREMENTS TO ENTER PROGRAM:

Issued to an applicant who has not previously held a teaching certificate or been enrolled in a teacher preparation program. This certificate is issued as follows:

1. Each December the Commission lists the endorsements in which Interim Teacher Certificates may be issued. The list of endorsements which have insufficient applicants in the current year is available from TSPC or any ESD office. In addition, the Commission shall consider applications for endorsements not currently listed if the employing school district is located in a region of the state with insufficient applicants or the district has other extenuating circumstances.

2. The application shall be a joint application from the prospective teacher and the school board or school superintendent who states the applicant will be employed if a certificate is issued.

3. The applicant holds a baccalaureate or higher degree from an approved institution to include a major or minor of at least 20

semester hours of study in an area directly related to the certification endorsement.

4.. The applicant submits passing scores established by the Commission on the National Teacher Examination (NTE) for the specialty area test in which the endorsement is being requested. (they list passing scores for fields).

PROGRAM DESCRIPTION:

The Interim Teacher Certificate shall be valid for one year and may be renewed twice by meeting the other state requirements which include a statement from the district describing the applicant's professional growth experiences and a copy of the applicant's performance evaluation.

The Interim Teacher Certificate may be renewed twice for a period of one year upon joint application by the applicant and the employing school board or school superintendent which includes:

1. Evidence of applicable professional growth including, but not limited to, participation in courses, workshops, and other developmental activities. The professional growth experiences must be approved by the employing district as part of a professional improvement program.

2. A copy of the applicant's annual teacher evaluation report as presented to the teacher by the district. For the certificate to be renewed, the evaluation report must be satisfactory to the Commission.

3. Evidence verifying that conditions for renewal set by the Commission upon issuance, if any, have been met.

The holder of an Interim Teacher Certificate who is otherwise qualified shall be eligible for a Basic Teaching Certificate upon submitting an application, fee, evidence of being granted permanent teacher status and posting satisfactory

scores on the National Teacher Examination's Professional Knowledge Test of the Core Battery.

NUMBER OF CREDIT HOURS TO COMPLETE: Set by the employing school district.

WHO EVALUATES: LEA

LENGTH OF TIME: Three years, after which one is awarded permanent status.

OREGON

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	3,850	4,000	3,750	3,500
Internship program					
Emergency *	N/A	104	100	100	100
Temporary **	N/A	25	250	250	250
Alternative Route	N/A	4	1	2	0
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	N/A	25,630	25,147	24,912
Newly Hired Teachers in Each Year	N/A	N/A	1,027	840	850

* Issued second and third years of misassignment. Proper endorsement must be attained in three years.

** Applicants lacking basic skills test only.

Teacher Standards/Practices
580 State St.
Salem, OR 97310
Attn: David Myton
(503) 378-3586

TITLE: Teacher Intern Program

HISTORY: Since the 1960s at the graduate level; given greater emphasis since 1983 as a way of bringing additional competent individuals into teaching.

MOTIVATION: To attract minorities and mid-level executives near retirement; provide mathematics and science teachers for urban classrooms; and help long-term substitute teachers obtain certification.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED:

Subject specialties vary from college to college. Although this program is more targeted to secondary-level teachers with specific subject matter specialization, it is not limited to secondary only.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER PROGRAM:

A bachelor's degree related to the area of certification requested.

Acceptance by a college with an approved intern program after pre-admission screening.

Starting July 1, 1990, the state converted from using its own core battery tests to using those of the NTE. An individual must achieve passing scores on the communication skills, general knowledge, and professional knowledge portions of the NTE, and on specialization tests of the NTE or those administered for the state by the Educational Testing Service.

PROGRAM DESCRIPTION:

The applicant is accepted into an approved college intern certification program.

The college evaluates the individual's past education and experience and determines what additional coursework should be undertaken and when the individual is prepared to enter the classroom and teach.

The college requests that the Pennsylvania Department of Education issue a Letter of Intern Candidacy, which allows the candidate to seek employment in a local school district.

When a school district offers the candidate a job, the college is notified and recommends that the Bureau of Teacher Preparation and Certification issue an Intern Certificate. The candidate must have passed the NTE communication skills test, general knowledge test and a specialization test before receiving the Intern Certificate.

When coursework stipulated by the college has been completed and the individual has passed the professional knowledge portion of the NTE, the state issues an Instructional I Certificate.

All beginning teachers must complete a first year induction program, regardless of whether they are graduates of a teacher education program or entered through an internship. During the induction program, the school district assigns each new teacher a mentor teacher trained by the district. However, in the case of someone with past teaching experience, this requirement may be modified.

After three years of successful teaching, completion of 24 semester hours of post-baccalaureate credit, and completion of the required induction program, the state issues the individual an Instructional II Permanent Certificate.

Specific requirements for college coursework which an intern must complete will vary from college to college. Some colleges have interns complete pre-school year training during the summer, before they enter the classroom.

NUMBER OF CREDIT HOURS TO COMPLETE: Varies from college to college.

WHO EVALUATES: The college determines when the intern is ready to enter the classroom and recommends to the state that he/she is ready to receive an Intern Certificate.

The college provides on-site supervision.

When all coursework and field experience are completed, the college recommends the intern to the state for issuance of an Instructional I Certificate.

The candidate is evaluated on-the-job by the school district and is supervised during the induction program by a mentor teacher.

LENGTH OF TIME: Varies, but the candidate must be continuously enrolled in the intern program.

Instructional I Certificate requires three years of successful teaching and 24 semester hours of post-baccalaureate credit.

Intern Certificate valid for three calendar years, non-renewable.

OTHER A listing of colleges and universities offering the Intern program and a handbook describing the program can be obtained from the address below.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	9,300	N/A	8,092	7,327	6,709
Internship program					
Emergency	1,587	4,000	2,682	4,522	3,429
Temporary					
Alternative Route	1,647 intern certificates issued since 1982				
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State (includes full- and part-time)	101,540	101,345	105,415	104,379	103,307
Newly Hired Teachers in Each Year	2,326	2,220	3,629	3,280	2,115

Pennsylvania Dept. of Education
Bureau of Certification
333 Market Street
Harrisburg, PA 17108
Attn: Theona Waxbom
(717) 787-3470

Rhode Island is considering an alternate route.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	840	897	822		
Internship program					
Emergency	83				
Temporary					
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	10,285	9,391	10,479	8,931	8,947
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

Rhode Island Dept. of Education
Teacher Education/Certification
Roger Williams Building
22 Hayes Street
Providence, RI 02908
Attn: Eloise L. Boyer
(401) 277-2677

TITLE: Critical Need Conditional Certificate

HISTORY: Established in 1984 by state law.

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Areas of teacher shortage deemed critical by the State Board of Education.

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

A bachelor's degree in a critical shortage area.

A passing score on the appropriate NTE Specialty Area Examination.

Attendance at a two-week pre-service institute to prepare the prospective teacher for the opening of school.

Employment by a local school district.

PROGRAM DESCRIPTION:

The individual completes:

A two-week pre-service institute during the summer prior to the beginning of the first academic year to prepare him/her for the opening of school:

Eight one-day monthly sessions during the school year, designed to provide a specific instruction component, in addition to planning and interaction with other conditional teachers;

A two-week institute the second summer, designed to address specific teaching techniques, classroom management, lab skills;

A one-day seminar during the school year, immediately following completion of second two-week institute;

Over a three-year period, completion of three required graduate-level professional education courses.

Sessions are funded by the State Department of Education, at no cost to the conditional teacher, provided that funds are appropriated by the General Assembly. The three graduate-level professional education courses are at the teacher's expense.

The individual must successfully complete no fewer than two years of full-time employment in an instructional role in a public school after issuance of the initial conditional certificate.

NUMBER OF CREDIT HOURS TO COMPLETE:

Three graduate-level professional education courses related to student growth and development, exceptionalities of children in the regular classroom, and the teaching of reading in the content area.

WHO EVALUATES: State program faculty.

LENGTH OF TIME: The individual must complete the requirements for full certification within three years.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	4,139	3,062	3,386	3,173	3,319
Internship program					
Emergency					
Temporary					
Alternative Route	32	48	38	35	60
Other - Transcript Analysis	45	144	169	194	211

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	37,171	36,963	36,877	35,877	35,701
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	800

South Carolina Dept. of Education
Teacher Education/Certification
Rutledge Bldg., Room 1011
Columbia, SC 29201
Attn: Elmer L. Knight
(803) 734-8464

SOUTH DAKOTA **Class D**

TITLE: Alternative Certification

HISTORY: Has existed as a pilot since 1985. Since that time, approximately 20 individuals gave gone through the program. It was formally enacted as a rule by the State Board of Education, effective July 1, 1991.

MOTIVATION: It is intended for a school district which is unable to fill a position with a properly certified teacher.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Areas of need.

WHO OPERATES: State and IHE.

REQUIREMENTS TO ENTER PROGRAM:

An applicant:

Must have a bachelor's degree, with a major in a certifiable subject;

Needs at least 12 semester hours to complete the secondary education block of courses;

Has not had a student teaching experience; and

Must have an employing school district willing to cooperate in an alternative certification program.

PROGRAM DESCRIPTION:

When a prospective participant contacts the Office of Teacher Certification of the Department of Education and Cultural Affairs, he or she is directed to one of four colleges and universities which have approved programs.

The IHE will evaluate the applicant's transcript and draft an outline of courses in accordance with a plan approved by the SEA. All courses must be taken through the participating IHE in no more than three years.

The individual must complete a teacher education program according to schedule, and be supervised by the teacher education program. The IHE contact person is primarily responsible for supervising the candidate, although the LEA will provide pre-school orientation, as well as supervision and direction.

The internship teaching experience will substitute for the student teaching requirement. This is the only difference between a participant in the alternate route and a person completing a traditional teacher education program.

The alternative certification candidate teaches under a limited certificate while completing college coursework requirements. The one-year limited certificate may be renewed only twice, upon continued employment in a cooperating LEA and completion of hours as planned.

Recommendation for a five-year certificate will be made by the cooperating IHE, upon completion of the approved program for alternative certification and at least two years in the program.

NUMBER OF CREDIT HOURS TO COMPLETE:

Course requirements of a teacher education program, without student teaching.

WHO EVALUATES: IHE.

LENGTH OF TIME: Usually two years.

SOUTH DAKOTA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	1,342	1,174	1,100	1,100	1,100
Internship program					
Emergency					
Temporary	120	55			
Alternative Route	1	* 0			
Other - Associate Instructor **				400	400

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	9,454	8,773	8,600	8,235	8,338
Newly Hired Teachers in Each Year	432	414	365	409	385

* The program became officially available, by state board rule, effective July 1, 1991; 20 people have participated in a pilot since 1985.

** The state's One-Year Associate Instructor Program -- which has since been repealed -- offered a credential to persons who had completed a teacher education program, but had not been certified, or had completed less than one year of full-time teaching experience.

South Dakota Dept. of Education and
Cultural Affairs
Division of Elementary/Secondary
Education
Kneip Building
Pierre, SD 57501
Attn: John R. Salladay
(605) 773-3553

TITLE: Interim Probationary License Type C --
Alternative Preparation for Licensure

HISTORY: Approved by the State Board in Nov. 1990. No programs yet in operation.

MOTIVATION: Desire to attract extremely capable persons with maturity and a variety of work experiences to the teaching profession.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

7-12 endorsement areas; elementary 1-8; K-12 endorsement areas of fine arts, health, and physical education; and special education.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

Bachelor's degree.

Screening by IHE and K-12 practitioners.

Testing requirements for admission to a teacher education program.

PROGRAM DESCRIPTION:

The candidate participates in a pre-service summer academy, then teaches in a one-year internship, under a closely supervised mentoring program.

Full licensure is available, upon satisfactory completion.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: IHE, LEA.

LENGTH OF TIME: One year.

TENNESSEE

Class F

TITLE: Permit to Teach

HISTORY:

MOTIVATION: A local school district has a documented need.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The local school district must request and document its need.

PROGRAM DESCRIPTION:

A teacher working under this permit is not required to pursue additional training to qualify for a regular license.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: LEA

LENGTH OF TIME: Valid for one year; renewable, no limit set by law.

TITLE: Interim Probationary License Type A

HISTORY: Legislation enacted in 1984.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

The areas of endorsement excluded are: K-3; special education; special teacher of reading; trade shop; vocational agriculture; vocational home economics; vocational office education.

WHO OPERATES: Office of Teacher Licensing/Career Ladder Certification in the Tennessee State Department of Education and IHEs.

REQUIREMENTS TO ENTER:

A bachelor's degree from an accredited college.

A minimum of 6 quarter hours or 4 semester hours of professional education coursework, as well as content coursework for any secondary area of endorsement.

The local district school superintendent must state the district's intent to employ.

PROGRAM DESCRIPTION:

The individual must complete the minimum requirements of the Tennessee State Department of Education for any requested secondary or K-12 endorsement; endorsement for grades 1-8 is issued at the employing system's request.

NUMBER OF CREDIT HOURS TO COMPLETE:

9 quarter hours or 6 semester hours of credit in areas of deficiency, completed after license most

recently issued -- includes initial issuance and subsequent renewals.

The individual may not be issued a Type A license more than five times.

WHO EVALUATES: LEA and IHE

LENGTH OF TIME: Valid for one calendar year -- until the following August 31.

OTHER: The state also has a Post-Baccalaureate Program in which a person with a bachelor's degree can complete a graduate-level teacher education program in 12-15 months. This program is available through nine institutions.

TITLE: Interim Probationary License Type B

HISTORY: Legislation enacted in 1984.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The local school district superintendent must state the district's intent to employ.

The individual must already meet all licensure requirements except completion of testing as determined by the State Department of Education.

PROGRAM DESCRIPTION:

While working under this credential, the individual must complete the required testing.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable.

WHO EVALUATES: Not applicable.

LENGTH OF TIME: Valid for one calendar year -- until the following August 31.

Not to be issued more than two times.

TENNESSEE

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	2,859	a/ 3,420	b/ 11,630	b/ 11,636	
Internship program					
Emergency					
Temporary					
Alternative Route --					
Interim Probationary Licenses, Types A & B	- - - - - - - - - - - - - - 475 since 1984 - - - - - - - - - - -				
Type C	c/ 0				

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	43,693	43,640	43,051	43,330	42,660
Newly Hired Teachers in Each Year	d/ 2,714	N/A	d/ 2,881	10,000	9,625

a/ The number comparable to the totals for previous years is 12,091. The lower figure includes only individuals who completed programs at 39 teacher education institutions in the state.

b/ These totals include all new licenses and certificates issued, including career ladder, vocational trade shop, out-of-state, Interim Probationary License Types A and B, as well as persons who have completed an approved teacher education program.

c/ Approved by the State Board in Nov. 1990. No programs yet in operation.

d/ Persons who were not teaching in Tennessee during the previous year.

Tennessee Dept. of Education
Teacher Licensing/Career Ladder
Certification
6th Floor North, Cordell Hull Building
Nashville, TN 37219
Attn: Susan Hudson
(615) 741-1644

TEXAS

Class A

TITLE: Alternative Teacher Certification

HISTORY: First implemented in 1985 with single program in Houston school district. The state currently has 23 programs

The state has 23 programs, and a total of 25 were expected to be operating by the end of 1992.

MOTIVATION: Originally to alleviate shortages, but state legislation passed in 1989 eliminated that requirement.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

K-6; 6-12; pre-K-6 bilingual/English as a second language (ESL); pre-K-12 ESL; pre-K-12 special education; 6-12 reading; Learning Resources; Visually Handicapped.

WHO OPERATES: At present, each program involves a combination of three entities ---LEA, IHE, and regional education service center.

REQUIREMENTS TO ENTER PROGRAM:

The individual must:

Hold a bachelor's degree.

Have a grade point average of 2.5 overall and in subject to be taught; some programs require higher GPAs.

Attain acceptable scores on state-mandated basic skills tests -- in mathematics, reading, and writing -- or the equivalent as determined by the Commissioner of Education.

Have appropriate semester hours in a subject or combination of subjects to be taught and related to the certificate to be earned.

If seeking an elementary certificate, complete 3 semester hours of reading prior to assignment as teacher of record.

If seeking a Bilingual Education/English as a second language (ESL) certificate, give evidence of oral and written language before bilingual education assignment.

PROGRAM DESCRIPTION:

All programs are individually generated through a ground-up, collaborative process, involving the local school district, college, and education service center, in partnership. Participants from all three entities jointly generate the competencies necessary for teachers in the target certificate. Competencies generated cover those that would be included in traditional undergraduate programs, as well as those unique to local needs. Instruction is delivered by the partners most suited to the task, in coursework or contact hours, followed by a one-year internship.

During the one-year internship, the intern receives close support and assistance from a certified mentor teacher in an appropriate subject area on a regular basis.

The intern receives the full financial benefits of a classroom teacher, including credit toward the state career ladder.

There must be provision for the intern to observe the teaching of the supervising teacher.

The intern must complete any training in teaching methods and classroom management prescribed by the state, usually pre-assignment.

The internship leads to a full teaching certificate, identical to that received by a graduate of a teacher education program.

NUMBER OF CREDIT HOURS TO COMPLETE:

Individual certificate programs require varying amounts of additional coursework to meet unique competency requirements of each certificate.

WHO EVALUATES: The school principal and a second appraiser, using state teacher appraisal system.

LENGTH OF TIME: Probationary certificate valid for one year.

May be renewed for one additional year.

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	7,281	6,441	3,902	4,922
Internship program					
Emergency teaching permits	N/A	3,891	3,751	2,304	2,033
Temporary					
Alternative Route	1,965	1,278	1,032	793	575
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	219,573	211,950	200,179	191,737	187,974
Newly Hired Teachers in Each Year	13,638	12,679	N/A	10,000	9,625

Texas Education Agency
Teacher Education
1701 N. Congress Ave.
Austin, TX 78701
Attn: William Wale
(512) 463-9327

TITLE: Alternative Preparation for Teaching Program

HISTORY: Program description published March 1991.
Began implementation 1991-92 school year.

MOTIVATION: The Alternative Preparation for Teaching (APT) Program is designed to improve the education of Utah's students by: providing access to teacher certification to individuals who have special talents and abilities to bring to teaching, providing additional flexibility in addressing difficult geographical or subject-matter needs of school districts. While this process of obtaining certification is different from existing programs, the same standards for quality will be maintained.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Following approval of an APT program plan, the State Office of Education will issue a Provisional Certificate. This certificate authorizes the candidate to teach, under the supervision of a mentor teacher for a period of two years, the subject(s) and/or level(s) listed on the certificate within the Consortium-approved program.

WHO OPERATES: Consortium composed of the teacher candidate, local school district representative (chair), the mentor teacher, and College of Education representative.

REQUIREMENTS TO ENTER:

Entrance Requirements: Eligibility of individuals to engage in an APT Program is determined by the Consortium, based on criteria which shall include:

(1) special talents and abilities related to an area of teaching and availability of a teaching position in a district;

(2) a baccalaureate or higher degree from an accredited college or university;

(3) satisfactory compliance with all non-academic certification requirements of the State of Utah (e.g., background check);

(4) five years of experience related to a major or minor content area, not including teaching experiences in public, alternative, or private schools. Exceptions to these eligibility requirements may be recommended by a Consortium, as part of an APT Plan.with school age children and youth. Exceptions to these eligibility requirements may be recommended by a Consortium as a part of an APT Plan.

Exit Requirements: In addition to completing the Consortium-approved program, candidates for the Standard Certificate shall: (1) possess a baccalaureate degree (they may enter without a degree but it must be completed during the program); (2) have academic preparation or demonstrated competency comparable to requirements for elementary, secondary, or other teaching certification.

Candidate Identification: The identification of prospective alternative certification teacher candidates may be initiated by a candidate or by a school district. Two important features of candidate identification are the special abilities and experiences of prospective candidates, and the particular needs of the school districts. The school district initiates the APT process by contacting the Dean or Chair of Education at a cooperating Utah institution of higher education.

PROGRAM DESCRIPTION:

The Consortium: Alternative certification is inherently a cooperative and collaborative enterprise among teacher candidates, local school districts, the State Office of Education, and Colleges of Education.

Each APT Program is administered by a Consortium made up of a mentor teacher, school district representatives, and College of Education representative, and the mentor teacher.

The Consortium is responsible for planning a certification program to meet the needs of the candidate, supervising the activities of the candidate, monitoring evaluation and assessment of the candidate, and recommending the candidate for final certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

Determined by the Consortium.

WHO EVALUATES: To receive a Consortium recommendation for a Standard Certificate, the candidate shall:

(1) have completed two years of supervised teaching and any other pre-service or in-service preparation requirements stipulated by the Consortium;

(2) possess a baccalaureate degree;

(3) have academic preparation of demonstrated competency comparable with requirements for elementary, secondary, or other teaching certification; and

(4) meet other requirements for the Standard Certificate as stipulated by the Utah State Board of Education.

LENGTH OF TIME: Two years.

OTHER: The Certification and Personnel Development Section of the Utah State Office of Education will serve as a source of information and a clearing house for the APT Program. Candidates will be counseled and given appropriate information, including a determination of eligibility. If eligible, the signed application authorizes the candidate to seek employment in school districts.

UTAH

Class G

TITLE: Letter of Authorization

HISTORY: In existence for at least 27 years.

MOTIVATION: Shortage; a fully certified person cannot be found.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: State

REQUIREMENTS TO ENTER PROGRAM:

After the supply of qualified, certificated teachers has been exhausted, a local school district may apply for a Letter of Authorization to employ a particular person to fill a specified position.

A bachelor's degree.

PROGRAM DESCRIPTION:

The individual cannot lack more than 6 semester hours or 9 quarter hours of credit in order to meet requirements for the initial certificate, or can provide an acceptable recommendation from a training institution indicating that the deficiency for graduation and recommendation for certification can be filled within one year.

NUMBER OF CREDIT HOURS TO COMPLETE:

WHO EVALUATES: College or university

LENGTH OF TIME: Issued on a year-by-year basis.

Under extreme circumstances, the completion of requirements may extend beyond one year.

TITLE: Eminence or Special Qualification Authorization

HISTORY: About 1975, revised March 31, 1989.

MOTIVATION: To employ an individual who has not been through a traditional teacher education program, but who is recognized as an expert in his/her field or is otherwise well-qualified for a particular assignment. Example: an actor or actress, artist, musician, scientist or other person who has achieved prominence or outstanding qualification, but who could not qualify for a teaching certificate.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Areas of recognized expertise.

1. Eminence is defined as "Distinguished superiority as compared with others in rank, status, character, and attainment or superior knowledge and skill in comparison with the generally accepted standards and achievements in the area in which authorization is sought."

2. Special Qualification is defined as "Outstanding background in a subject field or area but not to the degree of eminence."

WHO OPERATES: State

REQUIREMENTS TO ENTER:

Any person who has achieved eminence or outstanding qualification in a field taught in the public schools of Utah.

PROGRAM DESCRIPTION:

The authorization is issued for a limited assignment and responsibility in a specified field.

The individual is limited to teaching two periods per day.

NUMBER OF CREDIT HOURS TO COMPLETE: Not applicable.

LENGTH OF TIME: The authorization is issued for one year and is renewable for one-year periods.

UTAH

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	1,810	1,754	1,676	1,856
Internship program					
Emergency (includes Letters of Authorization)	N/A	* 885	* 865	* 911	313
Temporary					
Alternative Route	N/A				
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	est. 19,004	18,667	18,250	17,957
Newly Hired Teachers in Each Year	N/A	1,239	1,583	1,683	2,552

* Note by the state official completing survey: "Utah required subject specific certification in 1989 (first year). This is why the number is high."

Utah Dept. of Education
Division of Curriculum and Instruction
250 East 500 South
Salt Lake City, UT 84111
Attn: Roger Mouritsen
(801) 538-7741

TITLE: License by Evaluation

HISTORY: Regulations issued in 1971.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

A bachelor's degree.

Competence, preparation, and experience in the subject to be taught.

PROGRAM DESCRIPTION:

The individual may be licensed by the Standards Board for Professional Educators through an evaluation process.

The Standards Board shall recommend individuals for evaluation based on evidence of competence, preparation, and experience in the field for which a license is being sought.

The evaluation is conducted by a peer review panel, with members including a faculty member from a college (for example, to evaluate a person to teach science, this panel member might be a college science professor) and licensed teachers (who have experience in that same specialty).

The panel may recommend that the individual be licensed without reservation or that he/she be licensed only after completing additional specified coursework.

The peer review panel's written recommendation is presented to the Professional Standards Board, which makes the final determination regarding the license.

NUMBER OF CREDIT HOURS TO COMPLETE: Coursework may be required.

WHO EVALUATES: Professional Standards Board.

LENGTH OF TIME: Not applicable, unless additional coursework is required.

TITLE: Waiver

HISTORY: In operation since 1982.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The local school district must advertise for a certified teacher during the summer. If none can be found by fall, the school district selects the best available candidate and requests a waiver for him/her from the state.

PROGRAM DESCRIPTION:

The state may approve or disapprove the waiver, and the state professional standards board -- which has a teacher majority -- must officially ratify the waiver.

The state expects the local school district to provide the teacher with supervision.

Teaching experience gained under a waiver can be used to satisfy the state requirement for the completion of student teaching or an equivalent learning experience.

A large number of teachers serving under waivers take courses toward regular certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

None, unless the individual seeks certification.

WHO EVALUATES: LEAe

TITLE: Transcript Analysis

HISTORY: In operation since about 1964.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: State

REQUIREMENTS TO ENTER:

The individual must have prior teaching experience -- which could include private schools.

PROGRAM DESCRIPTION:

The individual's transcripts are analyzed.

The state will specify certain courses the individual must complete in order to qualify for certification, a state official said this would not be an entire teacher training program.

NUMBER OF CREDIT HOURS TO COMPLETE: Varies for applicants.

WHO EVALUATES: Professional Standards Board.

LENGTH OF TIME: Varies according to coursework required.

OTHER: In 1990, a state staff member said that the state had decided to "get away" from issuing licenses under this provision, because it was felt that individuals were using it to bypass approved teacher education programs.

VERMONT

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	@ 600	560	550	487	360
Internship program					
Emergency					
Temporary					
Alternative Route	@ 20	~20	~20	~20	~20
Other --					
Transcript Analysis	@ 25	~25	~25	~25	~25
Waiver *	31	70	73	64	55

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	~ 6,500	~6,500	~6,500	6,700	6,656
Newly Hired Teachers in Each Year	N/A	N/A	N/A	N/A	N/A

* Includes those who were already certified and were given waivers to allow them to teach a limited number of hours in a second subject.

Vermont Dept. of Education
Educational Resources Unit
State Dept. of Education
Montpelier, VT 05602
Attn: Patricia Pallas
(802) 828-2445

Note: State officials said a new alternative certification program is being developed for implementation July 1, 1993.

TITLE: Provisional Certificate

HISTORY: Available since 1982.

MOTIVATION: Issued to an individual who has not yet met all general and professional studies course requirements.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Secondary, grades 8-12.

WHO OPERATES: State, LEA.

REQUIREMENTS TO ENTER:

A bachelor's degree.

The individual must satisfy one or more specific endorsement area requirements.

Beginning teachers in Virginia are required to satisfy the National Teacher Examination requirement (Core Battery tests and an appropriate Specialty Area test).

The Provisional Certificate is issued upon employment in Virginia by a local school district or private school and a request from that entity to the Office of Professional Licensure.

This certificate is issued for an individual who:

1. is seeking the Vocational Education Certificate;
2. meets his/her specific endorsement area requirements but fails to meet all general and professional studies requirements;

PROGRAM DESCRIPTION:

The individual must satisfy all general and professional education requirements during the two-year period of validity.

An alternative program for meeting professional studies requirements may be submitted by the teacher's employer for review and approval by the Department of Education. The 9 semester hours of course work of the alternative program must include the following competencies:

1. Organization -- competence in preparing and presenting an instructional plan;

2. Evaluation of student performance -- competence in the selection, development, and utilization of tests and test scores;

3. Recognition of individual differences -- competence in the recognition of student exceptionalities, including the gifted and talented students and those with handicapping conditions;

4. Cultural awareness -- competence in the recognition of cultural influences on individual students, on the school as a whole, and on school/community relations;

5. Understanding the nature of youth -- competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;

6. Management -- competence in classroom management and discipline;

7. Educational policies and procedures -- competence in understanding and

implementing appropriate federal, state and local policies affecting education.

Completion of two years of full-time successful teaching experience in a public school or an accredited non-public school may be accepted in lieu of student teaching.

NO. OF CREDIT HOURS TO COMPLETE:

9 semester hours of coursework in the areas of human growth and development, curriculum and instructional procedures, and foundations of education.

WHO EVALUATES: LEA and State.

LENGTH OF TIME: Provisional Certificate issued for two years.

OTHER: Some state colleges are offering alternative programs which focus on retirees from other fields and include job placement services.

VIRGINIA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	1,800+	1,698	1,702	1,800
Internship program					
Emergency					
Temporary					
Alternative Route	N/A	650	645	458	314
Other -- Out of State	N/A	6,500			

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	73,000	67,433	60,530	59,928
Newly Hired Teachers in Each Year	N/A	2,800	2,714	2,200	2,200

Virginia Dept. of Education
P.O. Box 6 Q
Richmond, VA 23216
Attn: Thomas A. Elliott or Patty Pitts
(804) 225-2095

TITLE: Internship Program

HISTORY: In Jan. 1991, the State Board established an internship certificate for persons participating in an approved teacher internship program pilot project. One IHE implemented a program in summer 1991, and in fall 1991. The program will terminate Aug. 31, 1995, unless the State Board extends or revises it.

MOTIVATION: In response to interest in the state in developing an alternative certification program.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

K-12 all areas -- dependent on areas of interest of teacher candidates and internships available.

WHO OPERATES: IHE and LEA. The hiring school district and the college or university cooperatively work together to provide resources and a plan for the interns.

REQUIREMENTS TO ENTER:

Bachelor's degree with 45 quarter hours in an endorsement area and five years of work experience related to the subject to be taught; or a master's degree.

Admission to the college or university program and hold a contract with a school district for employment.

PROGRAM DESCRIPTION:

Students proceed through the internship program as a cohort group.

The individual completes an intensive summer program of 15 quarter hours of coursework in pedagogy prior to beginning the internship.

The individual is hired as a beginning teacher and is mentored by a district selected mentor and has a supervisor appointed by the IHE.

During the year of internship, the individual is supervised by the university as a student teacher would be, completes 15 quarter hours of credit, and participates in weekly seminars with other interns.

Following a successful year of internship, the individual then completes another summer of teacher education coursework (15 quarter hours).

At the end of the second summer, the candidate is awarded a regular "initial" teaching certificate -- having completed at least 45 quarter hours of coursework in an approved teacher education program, and a year of successful full-time teaching.

NUMBER OF CREDIT HOURS: A minimum of 45 quarter hours.

LENGTH OF TIME: One year and two summers.

WHO EVALUATES: IHE and LEA; IHE recommends the individual for certification.

OTHER: St. Martin's College, the one IHE to have started a program in summer 1991, said it had set requirements for candidates which were even higher than those set by the state. For example, the college had a prerequisite for a candidate to complete additional coursework during the spring semester before the start of the intern's first school year as a classroom teacher. This was accomplished through a consortium of St. Martin's and several community colleges. St. Martin's also required that interns have at least two years of previous experience teaching -- such as training personnel in the military -- or experience with children.

In Summer 1991, the program at St. Martin's College had eight students participating, out of 400 individuals who originally inquired about the program.

TITLE: Conditional Certificate (formerly Consultant Special Certificate)

HISTORY: Instituted in 1989; changed in 1990.

MOTIVATION: Shortage. No person with regular certification in the field is available as verified by the local school district or educational service district superintendent.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Persons highly qualified and experienced in fields of knowledge to be taught in the common or non-public schools.

WHO OPERATES: State; LEA.

REQUIREMENTS TO ENTER:

Conditional certificates are issued to individuals who are screened by the local school district or educational service district superintendents, who verify that these conditions have been met:

1. No person with regular certification in the field is available;

2. The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities and will not be serving in a paraprofessional role which would not require certification;

3. The individual is being certificated for a limited assignment and responsibility in a specified activity/field;

4. Personnel so certificated will be oriented and prepared for the specific assignment; and will be apprised of any legal liability, the lines of authority, and the duration of the assignment; and

5. The school district or educational service district superintendent will indicate the basis on which he/she has determined that the individual is competent for the assignment and will verify that general requirements for certification (regarding age and character) have been met.

PROGRAM DESCRIPTION:

The LEA will develop a plan of assistance with the individual.

The individual will complete a minimum of 60 clock hours of pedagogy within the first 60 working days.

LENGTH OF TIME: Valid for two years, and only for the activity specified. The certificate may be reissued upon completion of 60 clock hours (6 quarter hours) of coursework.

OTHER: The State of Washington also issues EMERGENCY CERTIFICATES. Emergency certification for specific positions may be issued upon the recommendation of local school district and educational service district superintendents to persons who hold the appropriate degree and have substantially completed a program of preparation in accordance with Washington requirements for certification: Provided, that a qualified person who holds regular certification is not available or that the position is essential and circumstances warrant consideration of issuance of an emergency certificate.

TITLE: Instructional Specialist (formerly Einstein Certificate)

HISTORY: Approved by the state in 1990.

MOTIVATION: To provide opportunities for persons outside education who are of unusual distinction or exceptional talent to teach in the classroom for limited periods of time.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

K-12 all areas -- dependent on areas of expertise of individual

WHO OPERATES: State; LEA.

REQUIREMENTS TO ENTER:

Instructional Specialist Certificates are issued upon application by the LEA or educational service district for a limited assignment and responsibility in a specified activity or field.

1. A college degree is not required.

2. The individual must have unusual distinction or exceptional talent which is demonstrated through public records of accomplishments and/or awards; and he or she must meet age, good moral character, and personal fitness requirements.

3.. Personnel so certificated will be oriented and prepared for the specific assignment, and will be apprised of any legal liability, responsibilities of a professional educator, the lines of authority, and the duration of the assignment.

PROGRAM DESCRIPTION:

1. The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities and will not be

serving in a paraprofessional role which would not require certification.

The LEA will develop a plan of assistance with the individual.

The individual will complete a minimum of 60 clock hours of pedagogy (six quarter hours college credit) within the first 60 working days.

LENGTH OF TIME: Valid for two years, and only for the activity specified. The certificate may be reissued upon completion of 60 clock hours (six quarter hours of college coursework).

OTHER: Candidates might include artists, scientists, and others identified as experts in their field.

WASHINGTON

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	2,433	2,544	2,596	2,081
Emergency	N/A	19	6	38	31
Temporary					
Alternative Route --					
Internship Program	N/A	*0			
Instructional Specialist	N/A	**0			
Other	N/A	412	383	414	398

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	N/A	41,767	40,271	38,827	37,949
Newly Hired Teachers in Each Year	N/A	1,497	1,481	439	369

* New in 1991-92, with eight interns participating at one IHE.

** New in 1991-92, with at least one candidate expected to receive this credential.

Washington Office of the
Superintendent of Public Instruction
Old Capitol Bldg.
P.O. Box 47200
Olympia, WA 98504-7200
Attn: Rosemarie Thomas
(206) 753-6773

TITLE: Alternative Program for the Education of Teachers (APET)

HISTORY: Mandated by legislature to be in place by July 1, 1991.

MOTIVATION:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

As approved by the West Virginia Board of Education.

WHO OPERATES: A school, school district, consortium of schools, regional education service agency, or IHE.

REQUIREMENTS TO ENTER:

The candidate must:

have at least a bachelor's degree in a subject taught and in a teaching specialization approved by the State Board for APET;

not have previously completed a state approved teacher preparation program;

have a passing score on basic skills test and subject matter test, or have completed three years of successful teaching experience within the last seven years in the area for which licensure is being sought; and

be a U.S. citizen at least 18 years of age.

An individual meeting these requirements may apply to the State Department of Education for a letter of eligibility to seek employment in a school included in an approved alternative program.

Once employed, application must be made to the State Department of Education for an APET Certificate, which must be on file in the employing county office within three months of employment.

A school, school district, consortium of schools, regional education service agency, or IHE must submit a plan to the State Department of Education. A plan submitted by any of these entities other than an IHE must provide evidence of having sought sponsorship with one or more IHEs approved by the State Board for offering teacher preparation.

State Board approval is valid for three years; an additional three years may be sought and must include a written report on the program's delivery and effectiveness. The State Board may terminate an APET before its approval period expires, if conditions no longer exist to support a viable APET.

PROGRAM DESCRIPTION:

An APET shall consist of three required phases:

Phase I -- A full-time seminar/practicum of 20 to 30 days before the alternative program teacher has full responsibility for a classroom. The seminar/practicum shall:

a) provide formal instruction in the essential areas for professional study, emphasizing student assessment, development and learning, curriculum, classroom management, and the use of educational computers and other technology;

b) introduce basic teaching skills, through supervised teaching experiences with students;

c) integrate the seminar and practicum components; and

d) include an orientation to the policies, organization, and curriculum of the employing district.

Phase II shall consist of:

a) a period of intensive on-the-job supervision, beginning the first day on which the alternative program teacher assumes full responsibility for a classroom and continuing for a period of at least two weeks;

b) during the initial teaching period, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, and shall be observed and formally evaluated at the end of five weeks and 10 weeks by the appropriately certified members of the team;

c) formal instruction shall continue in the essentials for professional study;

d) at the end of the 10 week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team.

Phase III -- An additional period of continued supervision and evaluation, of no less than 20 weeks. During this period, the alternative program teacher shall be visited and critiqued at least twice per month, and observed formally and evaluated at least twice. No more than two months shall pass without a formal evaluation. Formal instruction shall continue in the essential areas for professional study.

Opportunities shall be provided for the alternative program teacher to observe the teaching of experienced colleagues.

Training and supervision shall be provided by a professional support team, comprised of a school principal, experienced classroom teacher, IHE education faculty member, and a curriculum supervisor. Districts or schools which do not employ a curriculum supervisor or have been unable to establish a relationship with an IHE shall provide for comparable expertise on the team. The school principal or the teacher education chair, in

the case of an IHE-sponsored program, shall serve as chairperson of the team.

Following completion of the alternative program, the chairperson of the support team will prepare a comprehensive evaluation report on the candidate, including a recommendation for issuance of the professional certificate or re-entry to an APET or disapproval of future participation in the program. Disapproval may be appealed to the Certification Appeals Board.

NUMBER OF CREDIT HOURS TO COMPLETE:

Approximately 200 hours of formal instruction.

WHO EVALUATES: Chairperson of support team.

LENGTH OF TIME: The APET Certificate expires on June 30 of the school year in which it is issued. It may be reissued one time, upon verification by the county superintendent that the candidate is continuing employment and participation in APET.

TITLE: "Permit for Full-Time Teaching" (an emergency license)

HISTORY: Since the 1960s or early 1970s.

MOTIVATION: Shortage

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

Shortage areas identified by the West Virginia Board of Education.

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree in any subject.

Required semester hours in the content area.

PROGRAM DESCRIPTION:

The individual is given five years to complete a traditional approved college teacher education program; requirements of programs vary from college to college.

The state does not require student teaching as a part of approved programs. It requires "performance assessment," which most colleges interpret as being the equivalent of student teaching. Some colleges instead use on-the-job assessment to meet this requirement, but other colleges will not permit it.

NUMBER OF CREDIT HOURS TO COMPLETE:

As required to complete an approved teacher education program.

WHO EVALUATES: IHE

LENGTH OF TIME: One year permit, renewable to five years.

TITLE: **Internship License**

HISTORY: In 1987 revised certification regulations.

MOTIVATIONS:

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: IHE

REQUIREMENTS TO ENTER:

A bachelor's degree.

Enrollment in an approved college educational preparation program.

The local school district must agree to the intern's placement. The district may elect to pay the intern.

The State Department of Education and the local school district must have an agreement to provide on-site, systematic, and regular supervision of the intern by a designated professional from each agency.

The college must verify that the intern has met the minimum requirements for an Internship License, as stipulated in its approved preparation program.

The State Department of Education may issue an Internship License in an endorsement area if the individual:

Is employed to assume the endorsement role;

Has completed all degree requirements and three-fourths of academic requirements, with the exception of the performance assessment;

Has attained a proficiency level on the state testing component;

Agrees to enroll for the performance assessment; and

Holds any prerequisite certificates with designated endorsements and/or grade levels.

An Internship License for an individual enrolled in an Alternative Certification Program may be issued, provided that he/she:

Is employed to assume endorsement role; and

Meets the minimum requirements stipulated in the state-approved Alternative Certification Program.

PROGRAM DESCRIPTION:

The individual must:

Complete the remaining required college coursework at a rate of at least 6 semester hours each year;

Complete the performance assessment;

Attain a proficiency level on the state testing component.

NUMBER OF CREDIT HOURS TO COMPLETE: Varies for individuals.

WHO EVALUATES: IHE and LEA

LENGTH OF TIME: License valid for one year.

May be renewed if the holder:

Is recommended by the employing superintendent;

Completes 6 semester hours of credit prescribed for issuance of specialization and/or desired certificate;

Is recommended by the college where he/she is enrolled in a program.

OTHER: A state staff member said that the state superintendent is very interested in providing alternate tracks and preparation programs which are outside of IHEs. A draft document on possible alternatives has been circulated for discussion.

TITLE: Temporary License -- Alternative Certification Program

HISTORY: Available since 1984-85.

MOTIVATION: Provides an avenue into teaching for degree holders who "by virtue of previous training or experience" have satisfied some of the state's approved teacher preparation program.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED:

All; only one approved program, in math and science.

WHO OPERATES: Colleges with approved programs in areas in which certification is sought.

REQUIREMENTS TO ENTER:

A bachelor's degree.

Completion of three-fourths of an approved college program in content specialization and professional education components, including the performance assessment.

All testing components must be met.

All prerequisite certificate and experience requirements, as specified for the endorsement must be met.

Recommendation by the college where enrolled.

For employment under a Temporary License:

Enrollment in an Alternative Certification Program.

Completion of a minimum of 6 semester hours based on professional education objectives;

OR

Documented proficiency in these objectives, through an assessment conducted jointly by the college and the local school district -- prior to development of the training program, and shall be used to determine: a) the need for training; and b) the objectives for training.

PROGRAM DESCRIPTION:

State regulations provide for a college to develop an alternate track with a non-traditional delivery system.

The only approved program is to prepare individuals for mathematics and science teaching as a second career at the West Virginia Graduate College. (Only a "hand-full" of teachers have been licensed through this avenue.)

The program -- aimed at people wanting to teach mathematics or science as a second career -- involves an intensive summer institute before they start teaching.

The participants then go into the classroom, where an on-the-job assessment is done.

Additional coursework is completed during the following summer to achieve competency content.

Individuals must pass a specialization test.

NUMBER OF CREDIT HOURS TO COMPLETE:

Renewal of the Temporary Certificate is contingent upon completion of 6 semester hours of credit

within the deficiencies indicated for the Professional Certificate.

WHO EVALUATES: By the IHE, jointly with LEA for individuals entering program, prior to the development of the training program.

By the LEA, after issuance of the Temporary License and employment, by the LEA.

LENGTH OF TIME: One year; renewable if the individual completes 6 semester hours per year.

WEST VIRGINIA

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	1,929	1,913	N/A	1,499	1,912
Internship program	N/A				
Emergency	927	596			
Temporary -- Alternative Certification Program	0	1	1,365	1,404	1,330
Alternative Route	0	N/A			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	21,179	21,807	21,653	22,177	22,702
Newly Hired Teachers in Each Year	585	1,005	2,168	1,400	1,274

West Virginia Dept. of Education
Educational Personnel Development
Capitol Complex
Building #6, Rm. 8304
Charlestown, WV 25305
Attn: Barbara Brazeau
(304) 348-2703

TITLE: Experimental and Innovative Teacher Education Programs

HISTORY: Began as a pilot in 1991.

MOTIVATION: To provide colleges and universities with approved teacher education programs opportunities to apply for approval of pilot programs. Programs submitted must be substantially different from existing traditional programs to qualify for approval as an experimental or innovative program.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: IHEs which have approved teacher education programs.

REQUIREMENTS TO ENTER:

IHEs may apply to the state for approval to pilot models of alternative preparation programs, containing a heavy evaluation component.

An IHE must provide evidence of a screening process for admitting candidates to the program, a plan for formative evaluation during the period the candidate is in the program, and a summative evaluation prior to exiting the program -- the institutional endorsement for a teaching license. There must also be a plan for an evaluation of the pilot program itself.

IHE proposals must contain program goals and specific objectives which define the intent and expectations of the program's outcomes, as well as specific objectives to be obtained by individuals enrolled in the experimental or innovative program.

Proposals must also: verify how the program will meet state standards for minimum competencies in teacher preparation; include a listing of standards for which waivers are being sought and a rationale for each exception; provide documentation of admission criteria, faculty qualifications, and institutional support, including budget data, syllabi or detailed descriptions of any courses expressly developed for the program; provide documentation of recruitment processes; and show evidence of a direct relationship between the program's structure and its goals and objectives.

PROGRAM DESCRIPTION:

May vary with each program.

NUMBER OF CREDIT HOURS TO COMPLETE: May vary with each program.

WHO EVALUATES: IHE responsible for evaluation of candidates and evaluation of its pilot program.

LENGTH OF TIME: May vary with each program.

OTHER: A state official said this program should allow IHEs to develop a variety of models -- with evaluations of each.. Then, the state can weigh the results in deciding whether to adopt any of the models.

TITLE: Permits

MOTIVATION: Shortage; a satisfactory licensed person is not available

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: Not specified.

WHO OPERATES: Not specified.

REQUIREMENTS TO ENTER:

The individual meets minimum statutory requirements but does not meet the minimum code requirements for teaching.

The district administrator or designated official of the school system shall request a permit in writing with full explanation and justification of the need. The request shall state that a satisfactory licensed person is not available.

PROGRAM DESCRIPTION:

The permit is recognized as a substandard license issued to an unqualified person and expires on June 30 or earlier in the school year of issuance.

NUMBER OF CREDIT HOURS TO COMPLETE:

Renewal of a permit may be granted under circumstances which include the satisfactory completion by the applicant of a minimum of 6 semester credits in an approved program of teacher education between the date of issuance and the date of renewal.

WHO EVALUATES: The state superintendent may issue or deny a permit.

The district administrator shall request a renewal of a permit.

LENGTH OF TIME: One year or fraction thereof; renewable.

OTHER: LICENSE BASED UPON EXPERIENCE: a regular license may be issued to an applicant who presents evidence of having completed an approved program from another state, except student teaching, if the applicant verifies eligibility for acceptance into student teaching from the institution, meets all applicable requirements of this chapter, except student teaching, and verifies three or more years of successful teaching experience in the subject and grade level of preparation.

WISCONSIN

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	9,379	8,066	7,613	7,280
Internship program	189	271			
Emergency (Permits)	206	111	110	93	117
Temporary					
Alternative Route	0	0			
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	52,276.7	50,983	49,329	48,541	47,721
Newly Hired Teachers in Each Year	2,503	1,484	1,014	1,688	1,584

Wisconsin Dept. of Public Instruction
Bureau of Teacher Ed/Licensing and
Placement
P.O. Box 7841
Madison, WI 53707-7841
Attn: Robert Gibson
(608) 266-1027

TITLE: Temporary Employment Permit

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREA(S) COVERED: All

WHO OPERATES: LEA

REQUIREMENTS TO ENTER:

A bachelor's degree from an NCATE or regionally accredited college or university.

Extensive training and/or experience related to the discipline to be taught.

Certification is requested by the local school district.

PROGRAM DESCRIPTION:

The Permit is issued to an individual if requested by the school district.

The state requires that the school district develop a plan including in-service training, monitoring, and supervision by certified personnel.

NUMBER OF CREDIT HOURS TO COMPLETE:

WHO EVALUATES:

LENGTH OF TIME: Current school year only; non-renewable.

WYOMING

Number of Teaching Licenses Issued

	1991-92	1990-91	1989-90	1988-89	1987-88
Persons who completed an approved college teacher preparation program	N/A	N/A	3,637	3,595	4,168
Internship program	5				
Emergency	0				
Temporary	1	2			
Alternative Route					
Other					

Number of Teachers Employed

	1991-92	1990-91	1989-90	1988-89	1987-88
Total Teachers Employed in the State	6,566	N/A	N/A	6,705	6,698
Newly Hired Teachers in Each Year	approx. 200	N/A	N/A	N/A	N/A

Wyoming Dept. of Education
Division of Certification/Accreditation
Hathaway Building
Cheyenne, WY 82002
Attn: Jack Mueller
(307) 777-6261

NATIONAL CENTER FOR
EDUCATION INFORMATION